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March 1972

Volume 7 Number 3

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RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
National Center for Educational Communication

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

- Subject
- Author
- Institution
- Accession numbers

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Volume 7 Number 3

March 1972

Research in Education

ED 056 243 - 057 257

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 19 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s). **ED 013 371** **64** **AA 000 223**

Norberg, Kenneth D.

Title. **Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

Organization where document originated. **Sacramento State Coll., Calif.**

Date published. **Pub Date—15 Apr 66**

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes. **Contract—OEC-4-16-023**

Alternate source for obtaining documents. **Note—129 p. speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.**

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above. **Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)**

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.

Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; LISP 1.5; Cupertino Union School District.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.

(AL)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*.

Informative Abstract.

Abstractor's initials.

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V. Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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AA

ED 056 243 AA 000 734

Marland, S. P., Jr.

Education of the Gifted and Talented - Volume 1: Report to the Congress of the United States by the U. S. Commissioner of Education.

Office of Education (DHEW), Washington, D.C.

Pub Date Aug 71

Note—126p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Needs, Educational Programs, *Exceptional Child Research, Federal Aid, Financial Support, *Gifted, *Government Role, Identification, Incidence, *National Surveys, State Programs, State Surveys

In response to a mandate from the Congress (Public Law 91-230, Section 806), a study was conducted on the gifted and talented which consisted of five major activities: review of research, analysis of educational data bases and the development of a major data base, public hearings to interpret regional needs, studies of programs in representative states, and review an analysis of the system for delivery of Office of Education programs to benefit gifted and talented children. Recommendations and details of the study are found in the text and in Volume 2 (ED 056244). Major findings include: a conservative estimate of the number of gifted and talented from the total elementary and secondary school population of 51.6 million is 1.5 to 2.5 million; existing services for the gifted serve only a small percentage of the total; differentiated education for the gifted and talented is perceived as low priority at Federal, State, and most local levels of government; 21 states have legislation to provide services but in many cases this merely represents intent; services for the gifted can and do produce significant outcomes. Ten major activities to be initiated in 1971 are outlined. (RJ)

ED 056 244 AA 000 735

Marland, S. P., Jr.

Education of the Gifted and Talented - Volume 2: Background Papers (Appendixes).

Office of Education (DHEW), Washington, D.C.

Pub Date Aug 71

Note—392p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Educational Needs, *Exceptional Child Research, Financial Support, *Gifted, *Government Role, Incidence, National Surveys, Program Descriptions, State Legislation, State Programs, State Surveys, Teacher Education

Background papers prepared in conjunction with the national survey of the gifted and talented are presented as appendixes to the study reported in ED 056243. Papers in Appendix A consider the characteristics of the gifted and talented, the question of why we should be concerned with them (are special programs undemocratic, will regular children be deprived, what benefits will be derived), the problem of identification, the benefits of special programs (including administrative arrangements, early childhood programs, and current public school structure), the necessary components of a good program, preparation of teachers and other personnel, the cost of programs for the gifted, and the educational implications of research. Appendix B presents an analysis of problems and priorities—advocate survey and statistics sources (results from a survey sent to 239 experts). An analysis of hearings held at the regional level, state laws for the education of the gifted, comparisons of gifted and average students in the Project TALENT populations, and case studies from California, Connecticut, Illinois, and Georgia are reported. The results of structured interviews conducted with OE staff and with others are presented in Appendix G, the assessment of present U.S. Office of Education delivery system to gifted and talented children and youth. (RJ)

ED 056 245 24 AA 000 736

Metzger, Loya Sieber, Sam D.

Problems in Information Retrieval—Materials from the USOE Pilot State Dissemination Program.

Columbia Univ., New York, N.Y. Bureau of Applied Social Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-0-0734

Pub Date Sep 71

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Information Dissemination, *Information Retrieval, *Pilot Projects, *State Programs

A summary analysis is made of problems encountered by retrieval staffs in three states during the initial year of the Pilot State Project in Information Dissemination. Problems discussed are: (1) Computer Related; (2) Furnishing the client with complete copy; (3) Record keeping and Filing; and (4) Staffing. Recommendations resulting from the experiences of the first three pilot states, and which might be useful to other states that are attempting to establish information dissemination projects, are: (1) A state should plan initially to provide its own computerized search capacity; (2) A state that decides to install

QUERY might well plan to have their computer and retrieval personnel visit a similar installation that has already been through the process, so that ways of overcoming problems can be learned; (3) The Office of Education or the QUERY contractor should provide assistance to new installations until the program is operational; (4) The rationale behind packaged information should be well understood; (5) Retrieval services should adopt a means of continual reassessment of their methods; (6) Procedures for completing the process should be determined in advance; (7) Personnel of an information service would do well to visit an existing retrieval service and analyze their record-keeping and filing systems; and (8) The qualifications and capabilities of the staff should be determined in advance. (DB)

ED 056 246 24 AA 000 737

Maguire, Louis M. And Others

An Annotated Bibliography on Administering for Change.

Research for Better Schools, Inc., Philadelphia, Pa.

Bureau No—BR-6-2867

Pub Date Oct 71

Contract—OEC-1-7-062867-3053

Note—339p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Administrative Policy, *Annotated Bibliographies, *Change Agents, Educational Change, *Improvement Programs, *Organizational Change, Research, School Districts

Identifiers—ACP, Administering for Change Program

This annotated bibliography includes entries to reflect the thrust of the entire Administering for Change Program (ACP) of Research for Better Schools, Inc. The goal of ACP is to create in institutional change capability for local school districts. This volume is divided into six sections. Section One, Introduction, describes ACP. Section Two, Overview of Change Literature, reflects the knowledge Base Component of ACP. Sections Three, Four, and Five, Organizing for Change, Planning for Change, and Managing for Change, respectively, reflect the three remaining components of ACP. Section Six consists of entries on bibliographies and annotated bibliographies. Both an author and a title index are provided in the back of the volume. (Editor/CK)

ED 056 247 AA 000 738

Carpenter, Polly Hall, George R.

Case Studies in Educational Performance Contracting. Part 1. Conclusions and Implications.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

6500 1972 0.3-4
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6 Document Resumes

Report No.—R-900-1-HEW

Pub Date Dec 71

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Achievement Tests, *Case Studies (Education), *Cognitive Processes, Cost Effectiveness, Educational Change, Educational Research, Individualized Instruction, Management, *Performance Contracts, *Program Evaluation, *Teaching Techniques

This volume presents conclusions and implications derived from five cities' experience with performance contracting in education: Norfolk, Virginia; Texarkana, Arkansas (with Liberty, Elyau, Texas); Gary, Indiana, Gilroy, California; and Grand Rapids, Michigan. The five case studies cover eight programs in 15 schools. While each study is treated in a self-contained report, it has also been part of a coordinated investigation of more than 20 programs conducted from 1969 to 1971. This volume begins with a brief description of Rand's field study. Implications are then discussed under seven headings: instructional processes, cognitive growth, resource requirements, evaluation, program management, returns to contractors, and the major advantages and disadvantages of performance contracting. Conclusions include: (1) Individualized instruction was the goal of all programs; (2) The performance contracts, in most cases, produced respectable gains on standardized achievement tests; (3) Costs of programs vary widely; (4) Performance contracting fostered a healthy emphasis on the student and his learning as a measure of program success; (5) Performance contracting is proving to be a useful research and development tool; (6) This contracting has not generated large profits so far; (7) Performance contracting facilitates the introduction of radical change in education; (8) Some programs have been so complex that management has been severely hampered. For related documents, see ED 056 248 through ED 056 252. (Author/CK)

ED 056 248

AA 000 739

Carpenter, Polly

Case Studies in Educational Performance Contracting. Part 2. Norfolk, Virginia.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—R-900-2-HEW

Pub Date Dec 71

Note—209p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Achievement Tests, *Case Studies (Education), Diagnostic Tests, Educational Change, Educational Objectives, Elementary School Students, *Improvement Programs, Individualized Instruction, Junior High School Students, Negroes, *Performance Contracts, Problem Solving, *Reading Instruction, Teaching Methods, *Test Results, Urban Schools

Identifiers—*Learning Research Associates, LRA, Norfolk, Virginia

This Report describes a performance contracting program in Norfolk, Virginia; presents its results; and draws some inferences about the utility of performance contracting as a means for improving education. Participants were students from grades 7-9 in one junior high school and from grades 4-6 in one elementary school; both schools were in the inner city and had an almost entirely black student population. Learning Research Associates (LRA) provided the training and materials for conducting an individualized program of instruction in reading to the program teachers. Individualization consisted primarily of determining each student's strengths and weaknesses in reading by means of a diagnostic test, and assigning the materials that would remedy the weaknesses uncovered. Despite the improvement in classroom atmosphere, the results of the final testing showed that students at the junior high level gained in reading achievement only about as much as they had been gaining in the past and that students at the elementary level were, in many instances, scoring lower on post-tests than on pre-tests. Interim tests of performance on assigned objectives demonstrated that the students had actually reached the program objectives, but there is no way to prove that the program was responsible for these results. The Norfolk program demonstrated that performance contracting does not automatically

solve the deeply rooted problems of compensatory education. For related documents, see ED 056 247, 248, 249, 250, 251, and 252. (Author/CK)

ED 056 249

AA 000 740

Carpenter, Polly

Case Studies in Educational Performance Contracting. Part 3. Texarkana, Arkansas; Liberty, Elyau, Texas.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—R-900-3-HEW

Pub Date Dec 71

Note—154p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Achievement Gains, *Case Studies (Education), *Cost Effectiveness, Dropout Prevention, *Educational Change, Evaluation Techniques, Feedback, *Improvement Programs, Models, *Performance Contracts, Program Evaluation, Test Results

Identifiers—*Texarkana Model

The Texarkana model of performance contracting consists of five major elements: (1) turnkeying of cost-effective new technology as a basic program goal, (2) use of a performance contract for instruction, (3) use of a management support contractor, (4) selection of the learning system contractor by formal competition, and (5) use of independent evaluators and auditors. It is clear from the Texarkana experience in 1970-71 that performance contracting has been a mechanism for educational process change. In both years, the program successfully met the goal of reducing the dropout rate. It was unsuccessful, however, in producing any significant achievement gains as measured by standardized norm-referenced tests. Achievement measurement still has many logistic, administrative and conceptual problems. Texarkana evaluation procedures have enabled impressive feedback of pertinent managerial information. Model Cities provided a mechanism for solving some problems and a source of seed money for modest expansion and development of the program. For related documents, see ED 056 247, 248, 250, 251, and 252. (Author/CK)

ED 056 250

AA 000 741

Hall, G. R., Rapp, M. L.

Case Studies in Educational Performance Contracting. Part 4. Gary, Indiana.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—R-900-4-HEW

Note—123p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Achievement Gains, *Case Studies (Education), *Educational Improvement, Elementary School Curriculum, Flexible Scheduling, Individualized Instruction, Learning Processes, Mathematics Instruction, *Performance Contracts, Programmed Texts, *Program Evaluation, Reading Instruction

Identifiers—Banneker School, Behavioral Research Laboratories, BRL, Gary, Indiana

In September 1970, Behavioral Research Laboratories of California (BRL) assumed jurisdiction over the entire curriculum at the Banneker School in Gary, Indiana. The elementary school resembles most well-maintained, well-supported suburban schools, with the one exception that the student body and most of the faculty are black. The program as contracted envisioned the use of the well-known Sullivan programed learning texts for reading and mathematics, plus the development of materials for individualized instruction in other areas. By the end of the first year of operation, instruction in areas other than reading and mathematics was relatively conventional. The teaching/learning process at Banneker is substantially different from that in the conventional school: (1) there is a much greater emphasis on materials; and (2) there is more flexibility, with emphasis on small-group instruction, a greater span of ages within groups, and differential staffing. The authors report results at the end of the first year of the program show average gains of 1.7 achievement years in reading and mathematics for grade 1 students, and 0.7 for reading and 1.2 for mathematics for grades 2 through 6. Two features of the program that appear to be having district-wide impact are the use of curriculum consultants and the emphasis on special education support within regular classrooms. For related documents, see ED 056 247, 248, 249, 251, and 252. (Author/DB)

ED 056 251

AA 000 742

Rapp, M. L.

Case Studies in Educational Performance Contracting. Part 5. Gilroy, California

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—R-900-5-HEW

Pub Date Dec 71

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Gains, *Case Studies (Education), Curriculum Design, *Educational Change, *Elementary School Students, Improvement Programs, Individual Needs, Mathematics Instruction, Parent Attitudes, *Performance Contracts, Problem Solving, Reading Instruction, Skill Development, *Spanish Speaking, Student Attitudes, Teacher Attitudes, Test Results

Identifiers—California, *Gilroy Unified School District, Westinghouse Learning Corporation, WLC

The Gilroy, California, Unified School District contracted with Westinghouse Learning Corporation for the 1970-71 school year for the purpose of improving reading and mathematics achievement of approximately 100 Spanish-surnamed boys and girls from grades 2-4. The average gain at the end of the program was 0.6 achievement years in reading and 0.8 achievement years in mathematics, well below the expected two-year gain. An analysis of nonacademic results, however, revealed that: (1) Students generally enjoyed the program; (2) There was no observable effect of the program on student attendance; (3) 48 out of 53 parents indicated their approval of the program. The author indicates performance contracting acted as an agent for positive change. Teachers are more concerned with diagnosing a child's performance in relation to the skills he needs to develop, and then prescribing for him an instructional curriculum that is specific to his individual needs. For related documents, see ED 056 247, 248, 249, 250, and 252. (Author/CK)

ED 056 252

AA 000 743

Sumner, G. C.

Case Studies in Educational Performance Contracting. Part 6. Grand Rapids, Michigan

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—R-900-6-HEW

Pub Date Dec 71

Note—169p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Achievement Gains, *Case Studies (Education), Data Collection, Educational Facilities, *Educational Innovation, Elementary School Students, Individualized Instruction, Instructional Materials, *Low Achievers, Middle Schools, *Performance Contracts, Secondary School Students, Test Results, Urban Schools

Identifiers—Alpha Learning Systems, CMES, Combined Motivation Education System, Westinghouse Learning Corporation, WLC

During the 1970-71 school year, the Grand Rapids, Michigan, School District had performance contracts for reading and math instruction with Alpha Learning Systems, Inc. (Alpha), Combined Motivation Education System, Inc. (CMES), and Westinghouse Learning Corporation (WLC). The programs of all three contractors featured contingency management and individualized instruction, and all used commercially available materials and equipment. The WLC program accommodated 340 low achievers in two inner city schools in grades 1-6. The CMES program accommodated around 550 low-achieving pupils in an inner city middle school, grades 6-9. Both of these programs had rooms furnished much more comfortably than regular classrooms. The Alpha program accommodated 300 low achievers in a middle school in grades 7-9 and 300 low achievers in two elementary schools in grades 1-3. All schools were in the inner city. Average achievement gains in the WLC program for pupils who attended at least 150 days were 0.67 in reading and 0.58 in math. The average gains in the CMES program for pupils who attended at least 150 days were 1.2 in reading and 1.0 in math. Achievement data for the Alpha program were not available at the time of this publication. The Grand Rapids experience underscores the value of performance contracting as an agent for introducing instructional innova-

tions. For related documents, see ED 056 247, 248, 249, 250, and 251. (Author/CK)

ED 056 253 AA 000 744

Friedman, Nathalie Thompson, James
The Federal Educational Opportunity Grant Program: A Status Report, Fiscal Year 1970. Final Report.

Columbia Univ., New York, N.Y. Bureau of Applied Social Research.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Bureau No—BR-9-9013

Pub Date 71

Grant—OEG-0-9-099013-4643

Note—387p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Academic Education, Administrative Problems, Bibliographies, Colleges, *Disadvantaged Youth, Economically Disadvantaged, *Educational Opportunities, *Federal Aid, Financial Support, *Higher Education, Incentive Grants, Program Evaluation, Questionnaires, Research Methodology, Student Reaction, Tables (Data), Universities, Young Adults
Identifiers—*Educational Opportunity Grant, EOG

This report on the Educational Opportunity Grant (EOG) Program is based on data obtained from students receiving grants and from financial aid personnel administering the program at the institutional level. The data cover fiscal year 1970 (academic year 1969-70). An analysis of the data was performed to assess the extent to which the program goal of extending the opportunity for higher education to high school graduates of exceptional financial need was being met. The major conclusion resulting from the analysis is that the EOG program is achieving its goal. Fourteen major recommendations stemming from the study are given. The seven chapters of the report are: Evaluation Research; Methodology; "The EOG Student"; The EOG Institution; Financial Aid; Policies, Practices, Packaging; The Site Visits; and Components of Program Success. The text proper contains 57 tables, and Appendix A is comprised of 26 supplementary tables. Appendix B contains the results obtained from analyzing institutional and student responses by institutional type and control. States in Federal DHEW Regions during FY 1970 and 1971 are listed in Appendix C, and Appendix D lists the 20 Site Visit Schools. A 65-citation bibliography is given, and copies of the questionnaire for institutions and the questionnaire for students are provided. (DB)

ED 056 254 AA 000 745

Louis, Karen Seashore Sieber, Sam D.
Field Agents Role in Education. Part 1. USOE Pilot State Dissemination Program.

Columbia Univ., New York, N.Y. Bureau of Applied Social Research.

Report No—B-1120

Pub Date Jan 72

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Data Analysis, Educational Programs, *Field Experience Programs, *Information Dissemination, Non-directive Counseling, *Pilot Projects, Problem Solving, Public Relations, Questionnaires, Research, *Role Perception, *Social Services, State Programs

Identifiers—*Field Agents

The present paper is the first in a series dealing with the development of the role of the educational field agent, and deals exclusively with issues relating to gaining initial access and soliciting requests from local educators. The first issue facing each field agent was how to sell his services to the educational community. Initial activities were, therefore, publicizing the program and trying to stimulate requests. A questionnaire was sent to the agents asking them to indicate the origin of their requests over the first few months of the program. Data analysis of the results revealed that the model group of clients represented the most recent status in education held by the field agent himself. This distribution indicates that most field agents may find it easier to stimulate their first requests from a group which is more accessible to them and whose problems are more familiar to them, although the client-group with which a field agent works initially is not always a matter of the field agent's choice. All new social service programs have two major objectives: (1) to establish the program

and build acceptance of it among the target groups, and (2) to develop procedures which will help to ensure that the program achieves its goals. (CK)

ED 056 255 AA 000 746

Weatherby, Doris H.

For Young Children: Early Childhood/Special Education Conference Reports (September 27 - October 2, 1970, January 20-21, 1971).

New Jersey State Dept. of Education, Trenton.

Pub Date 71

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Change Agents, *Child Development, *Conferences, *Early Childhood Education, Educational Change, Educational Objectives, Elementary School Students, *Leadership Training, *Learning Processes, Models, Preschool Children, Projects, *Teaching Methods, Workshops

Identifiers—*Project Quest

Project Quest offers a strong approach to the problem of developing programs aimed at educational leadership in New Jersey. The primary goal of the project is to enhance in this leadership their knowledge of child growth and development, and their feel for, and sensitivity to, appropriate modes of education for young children, as well as pervasive awareness that what happens in the education of the very young child has implications throughout the educational process and in all the complexities of life. The thrust of the project is to match what has been learned about the process of growth and development of the child, and the process by which children actually learn the educational processes of the schools. Where the educational process does not "fit", that is, where it is not based on a developmentally sound model, an area for potential change is identified. In the first phase of the project, more than 50 educational leaders attended a week-long conference on early childhood education. The focus of the conference was on "The Child From Three to Eight." Workshops on specific task-oriented topics and field trips to model programs are being held regularly. In progressive steps, the project staff and consultants will work with the participants as change agents in the local community to bring about a closer match between the educational process and the processes of growth, development, and learning in the young child. (CK)

ED 056 256 AA 000 747

Havelock, Ronald G.

A Workbook of Checklists to Accompany "A Guide to Innovation."

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0603

Pub Date 71

Contract—OEC-0-8-080603-4535(010)

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Change Agents, Check Lists, Data Collection, *Guides, *Innovation, Nondirective Counseling, Problem Solving, Projects, Role Perception, *Workbooks

This workbook of checklists is Attachment 2 to the document "Preparing Knowledge Linking Change Agents in Education: A Materials and Training Development Project," see ED 056 257, and should accompany Attachment 1, "A Guide to Innovation in Education." The nine checklists in the workbook are as follows: (1) Overall Management of a Change Project; (2) Preliminary Self-Assessment and Role Definition; (3) Who Is the Client?; (4) Linkage to the Client: How Good Is Your Relationship?; (5) Diagnosis of the Client's Problem; (6) Awareness and Retrieval of Information Resources; (7) Choosing the Solution; (8) Gaining Acceptance; and (9) Insuring Continuance. (For related documents, see ED 056 257, 258, and 259.) (CK)

ED 056 257 AA 000 748

Havelock, Ronald G. Havelock, Mary C.

Preparing Knowledge Linking Change Agents in Education: A Materials and Training Development Project. Final Report.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0603

Pub Date Oct 71

Contract—OEC-0-8-080603-4535(010)

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Change Agents, *Conferences, *Guides, Manuals, Participant Involvement, Program Development, Questionnaires, *Summative Evaluation, *Training Techniques

Identifiers—Knowledge Linkers

This project was designed to meet the following two objectives: (1) to produce a manual for educational knowledge linking change agents, and (2) to develop plans and designs for the training of educational knowledge linking change agents. This final report of the project consists of three sections, as follows: Section I. History of the Project—Background and Rationale; How the Guide Was Created: Cycles of Development; and The Evolution of Change Agent Training Strategies and a Manual for Change Agent Training Design; Section II. Evaluation of the "Guide" (Prototype #2) by 115 Change Agents—The Reviewers; Responses to the Review Form (Appendix A: Letter of Invitation to Potential Reviewers of the "Guide" (Prototype #2); Appendix B: Form for Background Information on Reviewers; Appendix C: Reviewer Questionnaire and Cover Letter); and Section III. Evaluation of CECAT Based on Post-Conference Reactions of Participants—Background Readings; Printed Conference Materials; Conference Activities; Post-Conference Action Possibilities; and Future Need of Conference Related Materials; and Appendix A: CECAT (Conference on Educational Change Agent Training) Evaluation Form. A bibliography is provided. (For related documents, see ED 056 256, 258, and 259.) (DB)

ED 056 258 AA 000 749

Harary, Frank Havelock, Ronald G.

Anatomy of a Communication Arc.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0603

Pub Date 71

Contract—OEC-0-8-080603-4535(010)

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Graphs, *Information Theory, *Innovation, Intercommunication, Networks, *Verbal Communication

Identifiers—*Communication Arc, Graph Theory, Message Transmission

A communication arc from A to B represents the transmission of a single message from the first system A to the second system B. What are all the ingredients of a communication arc required for the sending of a message? What compatibility conditions between these two systems must be satisfied in order for communication to take place? Further, what does each ingredient comprise and just when do these compatibility conditions work? Answers to these questions are sought through the use of the natural theoretical framework provided by graph theory. Although the discussion is restricted to a communication model, its applications extend to all real-world situations involving networks. The object of the investigation is to delineate the anatomy of a communication arc in sufficient careful detail that an arc can be recognized, synthesized, and analyzed. (For related documents, see ED 056 256, 257, and 259.) (Author)

ED 056 259 AA 000 750

Havelock, Ronald G.

Training for Change Agents. A Guide to the Design of Training Programs in Education and Other Fields.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0603

Pub Date 71

Contract—OEC-0-8-080603-4535(010)

Note—219p.

Available from—Ronald G. Havelock, Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, The University of Michigan, Ann Arbor, Michigan (limited number of copies)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Change Agents, Conferences, Educational Change, *Educational Programs, *Guides, *Models, Problem Solving, *Program Design, Role Theory, Skill Development, State Programs, Training Objectives
Identifiers—Planned Innovation

This work provides a framework for the design of programs to train change agents in the skills of helping and of resource utilization, and presents some alternative models of such training programs. The organization of the training guide is as follows: Part I is concerned with outlining the principal content areas that relate to the concept of change agent from a variety of perspectives; Part II and III provide some suggestions on how to select training goals and what principles to include in a good training design; Parts IV thru VI suggest how model training programs could be put together for various types of objectives—Part IV provides a framework with eight design features that should be incorporated in any viable plan, and suggests how such an outline can be used to develop training programs to meet various objectives, Part V presents outlines of several potential programs generated by conference task force groups, and Part VI presents a training model worked out for a particular type of role in detail (change agents in state education agencies). The total volume contains a number of ideas, suggestions, frameworks, principles, and tactical detail as several levels of specificity applicable to a wide range of change agent skills and situations, and thus should be a useful aid and reference source to trainers and training program developers. (For related documents, see ED 056 256, 257, and 258). (Author/DB)

AC

ED 056 260 AC 010 285

Bucky, Steven F. *And Others*
State and Trait Anxiety in Student Naval Aviators.
Naval Aerospace Medical Research Lab., Pensacola, Fla.

Report No.—NAMRL-1125

Pub Date 4 Dec 70

Note—8p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-718 326 MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Anxiety, *Comparative Analysis, *Flight Training, *Military Personnel, *Performance Tests, Psychometrics, Testing
Identifiers—Aviation Officer Candidates

Measures of state and trait anxiety were given to aviation officer candidates (AOC's) with the usual instructions as well as with instructions to answer as if each had just made his first landing on an aircraft carrier. Significant differences were sought when comparing the experimental group to college students. (Author)

ED 056 261 AC 010 572

Training Manuals and Technical Publications.
Army Test and Evaluation Command, Aberdeen Proving Ground, Md.

Report No.—MTP-4-3-521

Pub Date Aug 68

Note—5p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-718 040 MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Instructional Materials, *Manuals, *Military Personnel, Publications, *Technical Education, *Testing

The objective of the Materiel Test Procedure is to describe methods for determining the need for adequacy of comprehensiveness, and clarity of training manuals and technical publications (or other pertinent types of literature) relating to the ammunition or ammunition components being tested. (Author)

ED 056 262 AC 010 847
Human Resources for Industrial Development.
Some Aspects of Policy and Planning.

International Labour Office, Geneva (Switzerland).

Report No.—R-71

Pub Date 71

Note—239p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Developing Nations, Employment Opportunities, *Industrialization, *Industrial Training, Labor Force, *Manpower Utilization, Manufacturing Industry, Organization Size (Groups), Social Problems, *Technological Advancement, Vocational Education

This book analyzes some of the major manpower and social problems encountered by developing countries during industrialization. The first part of the book examines the skill requirements for industrial development in low-income countries, the aims and characteristics of industrial manpower training programs at the national level, the measures needed to ensure a more effective use of manpower, and vocational and technical training for small-scale industrial enterprises and their personnel. The second part, after advocating the development of new employment opportunities and the achievement of full productive employment for the whole of the labor force in the industrial sector, brings out the importance of choosing the appropriate form of industrial technology to attain these objectives. The main considerations that affect any wage policy designed to promote industrialization are listed, and the aims and nature of social participation schemes through which workers' and employers' organizations may contribute actively to the elaboration and application of industrialization programs are examined. (Author/DB)

ED 056 263 AC 010 959

Grabowski, Stanley M., Ed.

Research and Investigation in Adult Education; 1971 Annual Register.

Adult Education Association of U.S.A., Washington, D.C.; Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.

Pub Date 71

Note—348p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Adult Education, *Adult Learning, Annotated Bibliographies, Educational Environment, Educational Facilities, Educational Research, Institutional Role, Instructional Aids, Instructional Materials, International Programs, *Mass Media, Personnel Selection, Professional Continuing Education, Program Administration, Program Content, *Program Planning, Special Education, *Teaching Methods, Vocational Education

An annotated bibliography, this publication includes 578 items of research or investigation in adult education, most of which are dated 1970 or 1971. They cover adult learning characteristics, program planning and administration, learning environments, instructional methods, curriculum materials and instructional devices, personnel and staffing, education of particular groups, program areas, professional and technical continuing education, management and supervisory development, labor education, occupational training, institutional sponsors, and international perspectives in adult education. Included is an author index, a note on availability of the documents, an order blank for the ERIC Document Reproduction Service, and a listing of other publications of the ERIC Clearinghouse on Adult Education. (Author/DB)

ED 056 264 AC 012 000

Wells, Jean A.

Continuing Education Programs and Services for Women.

Women's Bureau (DOL), Washington, D.C.

Report No.—Pamp-10 (rev)

Pub Date 71

Note—172p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 2902-0042, \$7.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Students, *College Programs, *Continuing Education Centers, Federal Aid, Older Adults, Program Planning, Special Degree Programs, State Surveys, University Extension, *Womens Education

This report lists nearly 450 continuing education programs for women, which were in operation in early 1971. The rising interest of mature women in returning to college is related to a

desire to understand the complexities of modern life, as well as to the realization that additional education can provide them with job skills that are useful. The six appendices of the report contain detailed information relating to programs or services for adult women. Appendix A, Schools with Special Programs or Services for Adult Women, by State, contains a partial list of colleges and universities with continuing education programs or special educational services designed primarily for adult women, totaling 376 programs. In Appendix B, Related Services or Programs for Adult Women, by State, a partial list is given of miscellaneous organizations that offer related services or programs designed primarily for adult women, totaling 60 organizations. Appendix C, Guide to Selected Features of Programs and Services Reported, provides an index to miscellaneous types of program features by colleges, universities, or other organizations mentioned in Appendixes A and B. Appendix D contains a list, supplied by the Office of Education, of Federal funds for continuing education programs, by state, for years ending June 30, 1966, 1967, 1968, 1969 and 1970. Appendix E provides Questions for Program Planners. (DB)

ED 056 265 AC 012 003

Pasnett, Barry A.

Leadership Development for Public Service.

Pub Date 71

Note—145p.

Available from—Gulf Publishing Company, Box 2608, Houston, Texas 77001 (no price given)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, College Programs, Government Employees, Human Resources, *Leadership Training, *Management Development, *Professional Continuing Education, *Public Officials, *Training Techniques, White Collar Occupations

The third in a series of books on human potential, the focus of this book is the leadership and management capability of people in public service. The chapters of the book are: 1. The Leadership Gap; 2. The Leader: Definitions; 3. The Issue Develops; 4. Creative Pressures for the '70s; 5. The Private-Public Dialogue; 6. Response: The Universities; 7. Response: Training Outside the Universities; 8. Response: Government Training Initiatives; 9. Empty Credentials and New Careers; 10. The Training Argument; and 11. Leadership Development in the '70s. Aspects of the debate in the U.S. Senate on S.11, the Intergovernmental Personnel Act, on October 27, 1969, are presented in the book's appendix. A nine and one-half page annotated bibliography presents lists of books, articles and books. An index is provided. (DB)

ED 056 266 AC 012 004

The Year Book of Adult Education, 1971-72. A Directory of Organisations.

National Inst. of Adult Education, London (England).

Pub Date 71

Note—94p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, *Adult Education Programs, Directories, International Organizations, Legislation, *National Organizations, Professional Associations, *Public Schools, *Universities, *Yearbooks

Identifiers—Africa, Asia, Australia, England, Europe, New Zealand, North America, Scotland, South America, Wales

This year book of the National Institute of Adult Education (England and Wales) and the Scottish Institute of Adult Education lists organizations concerned with adult education programs and, in most cases, provides a brief description of the purposes of the National Institute of Adult Education (NIAE), the following member organizations, their addresses, and programs are given: Department of Education and Science; Education in HM Forces; Prison Department; Home Office; Local education authorities; Universities; The Open University; Workers' Educational Association; Educational Centres Association; Residential education; and other organizations in membership of NIAE; Professional associations; Industrial training boards; Broadcasting and television; Educational journals; and other relevant organizations. Following this listing, abstracts are given of English legislation and regulations that are related to adult education.

Adult education in Scotland is then discussed briefly, and a directory is given of relevant organizations. Organizations throughout the world with which NIAE has some measure of contact are given as to names, addresses. An index to the directory is provided. (DB)

ED 056 267 AC 012 005
Adult Education Programs, Chicago Public Schools.

Chicago Board of Education, Ill.

Pub Date [71]

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Basic Education, *Adult Education Programs, *Citizenship, Continuing Education Centers, *Day Programs, *Evening Programs, Inplant Programs, *Summer Programs, Vocational Education

Identifiers—Chicago, Illinois

This book contains information on the educational opportunities available for adult learners in the diverse programs of the Chicago Public Schools. The programs are available to Chicago residents over 16 years of age who are not enrolled in regular day elementary or high school programs. The services of the Department of Education Extension of the Chicago Board of Education are provided through five types of programs: (1) Day Centers (Adult Basic Education, G.E.D., and E.S.L. classes), (2) Summer Programs (day and evening), (3) Evening Schools (A.B.E. (Elem), High, and Vocational), (4) Americanization (Americanization, Naturalization, and Urbanization), and (5) In-Plant Education. A chart is given of the 1971 Adult Centers/Schools. In addition, classes held in day centers, the types and special programs of evening schools, and the subject areas that are covered by each school are charted. The subject areas are: Business, English, Fine Arts, Foreign Languages, Home Economics, Mathematics, Civil Service Preparation, Physical Education, Sciences, Social Studies, Technical Subjects, and Apprenticeship Training Programs. (DB)

ED 056 268 AC 012 006
Sussman, Marvin B. And Others

Selected References on Paraprofessionalism and Rehabilitation Counseling. Rehabilitation Occupations for the Disadvantaged and Advantaged; A Program of Research on Occupations and Professions in the Field of Rehabilitation.

Case Western Reserve Univ., Cleveland, Ohio. Dept. of Sociology.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Report No.—WP-1

Pub Date May 71

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Career Ladders, Community Attitudes, Disadvantaged Groups, Human Services, *Professional Occupations, *Rehabilitation Counseling, *Subprofessionals, White Collar Occupations

A study is currently being conducted on rehabilitation occupations for the disadvantaged and advantaged. As defined by the study, the "disadvantaged" are those who have had an irregular work history; they tend to be the poor, or minority group members who have not had the education necessary to qualify for any but dead-end jobs. The "advantaged" are older workers who already have extensive job histories, but who are looking for a second, more satisfying career. Both could be candidates for paraprofessional work in rehabilitation, or for training in a professional rehabilitation career. As part of this study, a literature search was conducted to find books, articles, pamphlets and publications centered around paraprofessional and professional roles. Because not all material in this field could be included, references were selected on the basis of their relevance to the utilization of the paraprofessional. The paper is divided into five areas: Professional Characteristics, Professional/Paraprofessional Roles and Relationships, Paraprofessional Career Ladders and Training, Client versus Organization Identification, and Community Issues. When no author is given, the reference is listed alphabetically by title. The bibliography contains a total of 118 references. An author index is provided. (Author/DB)

ED 056 269

Mason, W. Dean

The Sciences and Aging. Adding to the Knowledge about Aging.

Kentucky Commission on Aging; Kentucky Gerontological Society; Kentucky Univ., Lexington.

Pub Date 11 Nov 71

Note—39p.; Paper presented at Seminar on The Sciences and Aging, University of Kentucky, November 11, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Counseling, *Geriatrics, *Human Services, *Older Adults, Personnel Needs, Research, *Social Problems

The Social Sciences, as they relate to the aged and the aging, are discussed. Social gerontology seeks to discover the role of the social environment as a determinant of aging and of the behavior and position of older people in society. In the United States, some 20 million people are over 65 years of age, and the median age of the elderly has risen to age 73. There are suggestions that there may be a direct relationship between successful adjustment in old age and educational attainment. It is estimated that about one-sixth of the elderly are functionally illiterate and only five percent are college graduates. It is believed that the solutions to the complex problems in gerontology will require the application of research techniques of practically every scientific discipline. A program in Cleveland, Ohio, utilizes retirees as "Gatekeepers" who act as liaison between health personnel and the elderly in the neighborhood. Communities need to offer a variety of alternatives to match the variety of individual needs among our aged and aging population. Services should include prevention, early diagnosis, and treatment of health problems, and rehabilitation services. Each individual should be offered education tailored to his needs. (DB)

ED 056 270

Mason, W. Dean

Geriatric Target - 1980: Education for Geriatric Service.

White House Conference on Aging, Washington, D.C.

Pub Date 18 Mar 71

Note—26p.; Paper prepared for National Geriatrics Society Conference, Washington, D.C., March 18, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Vocational Education, College Role, Cooperative Planning, Geriatrics, Health Facilities, *Health Personnel, *Human Services, Job Training, *Older Adults, *Paramedical Occupations, *Subprofessionals

Education and training as related to geriatric services are discussed in terms of present and future needs. Types of educational programs that have been developed to meet specific needs by various institutions, agencies, and/or individuals are described. Recommendations made are: (1) Professional groups should view existing problems and should develop educational programs at every level of need; (2) Through involvement in State and National legislative action, the groups can help assure instigation and implementation of important educational programs; (3) Professionals in the field should develop an aggressive recruitment program and should publicize career opportunities; (4) Accurate definitions should be developed for aides, assistants, technologists, and technicians so that the terminology would be standardized throughout the country for all allied health and human service fields; (5) Licensing standards for institutions and staff personnel should be standardized; (6) Governmental agencies should seriously consider the availability of manpower when establishing criteria and standards for health facilities that participate in funded programs; and (7) There should be a close working relationship between colleges and universities and health care facilities in the development and implementation of educational and training programs. (Page 10 may reproduce poorly because of marginal legibility.) (DB)

ED 056 271

Astin, Helen S. And Others

Women: A Bibliography on Their Education and Careers.

Spons Agency—Institute of Life Insurance, New York, N.Y.; University Research Corp., Washington, D.C. Information Clearinghouse on New Careers.

AC 012 007

Pub Date 71

Note—243p.

Available from—Human Service Press, 4301 Connecticut Avenue, N.W., Washington, D.C. (\$5.95)

Document Not Available from EDRS.

Descriptors—Abstracts, Academic Achievement, *Annotated Bibliographies, *Career Opportunities, Economic Factors, Family Status, *Females, *Occupational Choice, Professional Recognition, Research, *Womens Education

This annotated bibliography was compiled to facilitate work in the development of a data base on women's education and career development. Primary emphasis was on research conducted during the last decade. Most of the publications abstracted are based on empirical research. However, included are some historical accounts, policy papers, and articles containing information on today's women's liberation movement. The abstracts and annotations are classified according to their main theme or purpose. There are seven main categories: (1) Determinants of Career Choice, (2) Marital and Familial Status of Working Women, (3) Women in the World of Work, (4) Developmental Studies, (5) History and Economics of Women at Work, (6) Commentaries and Policy Papers, and (7) Continuing Education of Women. An eighth category covers miscellaneous materials. The volume includes an author and subject index. (Author/CK)

ED 056 272

Fisher, Allan H., Jr. Brown, George H.

Army 'New Standards' Personnel: Effect of Remedial Literacy Training on Performance in Military Service.

Human Resources Research Organization, Alexandria, Va.

Report No.—AFHRL-TR-71-13; HUMRRO-TR-71-7

Pub Date Apr 71

Note—37p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-727 765, MF \$9.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Enlisted Men, *Literacy Education, *Low Ability Students, *Military Training, Multiple Regression Analysis, Performance Factors, Predictive Validity, Remedial Programs, Research, *Task Performance

Identifiers—APT, Army Preparatory Training, Project 100 000

In 1966, the Department of Defense lowered entrance standards for military service. Many of the 'New Standards' men who then entered the service were placed in remedial training programs (Army Preparatory training, APT), designed to upgrade their literacy status to a fifth-grade level or higher. The research sought to determine whether success in remedial literacy training was associated with superior military performance. Another objective was to develop an equation for predicting terminal literacy scores. Analysis for 9,000 Army personnel was carried out on data extracted from the computerized Project 100,000 data file. Men who were successful and unsuccessful, respectively, in literacy training did not differ greatly in most performance indices. Successful trainees were slightly more likely to achieve higher pay grades and to be judged eligible for reenlistment. A multiple regression equation was developed for predicting success in the literacy training course. This analysis, using a randomly selected half of the group, yielded a multiple correlation of +.52; cross-validation with the remaining half of the group produced a correlation of +.50. (Author)

ED 056 273

Fisher, Allan H., Jr. Brown, George H.

Army 'New Standards' Personnel: Relationships between Literacy Level and Indices of Military Performance.

Human Resources Research Organization, Alexandria, Va.

Report No.—AFHRL-TR-71-12; HUMRRO-TR-71-6

Pub Date Apr 71

Note—34p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-727 764, MF \$9.5, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Enlisted Men, *Literacy, *Low Ability Students, *Military Training, Multiple Regression Analysis, Performance Factors, Research, *Task Performance

Identifiers—Project 100 000

In 1966, the Department of Defense lowered entrance standards for military service. Men who enter the service as a result of this action are called 'New Standards' men. In this research, the relationship between literacy status of a sample of New Standards men after 23 months of Army service and various indices of military performance was determined. A second objective was to develop an equation for predicting 23-month literacy status. Analysis was carried out for 3,009 men on data extracted from the computerized Project 100,000 Data File. Literacy status at 23 months was found to be only slightly, although positively, related to most of the performance and status indices. A regression equation was developed for predicting 23-month literacy status on the basis of entry characteristics using half the sample and produced a multiple correlation of +.62; a cross-validation test on the other half of the sample showed a correlation of +.60. (Author)

ED 056 274 AC 012 012

Goebel, Ronald A. And Others

Effects of 'Real World' Radio Chatter on Mid-Phase Instrument Ground Trainer Proficiency: A Pilot Study.

Air Force Human Resources Lab., Williams AFB, Ariz.

Report No.—AFHRL-TR-70-38

Pub Date Nov 70

Note—18p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-727 054, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Aural Stimuli, *Flight Training, *Military Personnel, *Performance Tests, *Radio, *Simulators, Training Techniques, Young Adults

Identifiers—Noise, Radio Chatter

Under a background condition of either recorded radio chatter or no radio chatter, the individual performances of two flights of mid-phase instrument student pilots were measured during a simulated instrument cross-country mission in the T-38 ground trainer. Operational constraints prevented the exercise of optimal experimental controls, thereby precluding definitive conclusions concerning the effects of radio chatter on performance. Nevertheless, the study established certain methodological guidelines for future research. Additionally, analysis of the comments of those students receiving radio chatter revealed that the vast majority reacted favorably and enthusiastically to the chatter because it afforded the mission a high degree of realism. (Author)

ED 056 275 AC 012 013

Nadeau, Richard P.

The Worker Three Months after High Intensity Training.

Skill Upgrading, Inc., Baltimore, Md.

Report No.—DLMA-82-22-68-40-1

Pub Date 31 Dec 69

Note—147p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-201 158 MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Behavior Change, *Employee Attitudes, *Improvement Programs, Skill Development, *Supervisors, Training Techniques, Transfer of Training, *Vocational Education

Identifiers—High Intensity Training, HIT

A study of the long-range effects of high-intensity training (HIT) was conducted in 13 different programs in eight companies in Baltimore. A total of 99 HIT trainees were interviewed three months after completing the training. After three months the trainees were examined for higher salaries and higher skill levels. HIT appeared to have a positive effect on trainees' lives away from work. Supervisors' opinions were obtained on trainee attendance, lateness, morale, and quality and quantity of work produced. Workers' attitudes toward their supervisors were noted. (Author)

ED 056 276 AC 012 014

Nozza, Peter R.

An Analysis of the Long-Range Effects of High Intensity Training.

New Jersey State Dept. of Labor and Industry, Trenton.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—DLMA-82-32-68-38-1

Pub Date Apr 70

Note—153p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-201 165 MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Changing Attitudes, Industry, *Program Evaluation, Short Courses, Skill Development, *Training Techniques, *Transfer of Training, *Vocational Education

Identifiers—High Intensity Training, HIT

A long-range study was designed to measure the effectiveness of a training methodology called high intensity training to prepare workers for higher level jobs in less time than traditional training methods. The subjects of the study are six organizations, 68 trainees, nine supervisors, and six management personnel; three to eight months after completion of high intensity training. The training was viewed favorable by management and supervisors and was found to have a positive effect on the attitudes of workers. However, there were some criticisms and suggestions made for improving the HIT procedure. (Author)

ED 056 277 AC 012 015

Sprintzer, Allan D.

Trade Union Sponsored Occupational Training in the U.S. Maritime Industry: The Upgrading and Retraining Program of the National Maritime Union. Final Report.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ. Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—DLMA-91-34-68-12-1

Pub Date Jun 71

Note—355p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-201 126 MF \$0.95, HC \$6.00)

Document Not Available from EDRS.

Descriptors—*Industry, Job Skills, *Labor Unions, Males, *Seamen, *Skill Development, Training Techniques, *Vocational Education, Young Adults

Identifiers—*National Maritime Union

From 1946 to the early 1960's, American seafaring unions were generally opposed to the operation of formal maritime industry training programs. This view was influenced by a chronic postwar oversupply of seamen and a secular decline in the Union's shipping industry which resulted in underemployment for union members. After 1960, trade union interests in skill training increased in response to technological changes and the emergence of selected labor shortages. This study examines objectives, structures, functions, and results of the National Maritime Union's upgrading and retraining program during its first 19 months of operation, from May 1966 through December 1967. A detailed analysis of an 11.5% sample of the 1,805 men accepted for training in the selected courses during this period showed that of the percent enrolled as seadules, about 85% of the enrollees completed training, and 83% of the completers utilized their new skills at sea. This study evaluates these results and attempts to analyze their determinants. (Author)

ED 056 278 AC 012 016

Valverde, Horace H. Burkett, Bob P.

A Systems Approach to C-130E Aircrew Transitional Training. Final Report.

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio.

Report No.—AFHRL-TR-71-4

Pub Date Mar 71

Note—71p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-727 055 MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Educational Programs, *Flight Training, Instructional Materials, *Military Personnel, Program Evaluation, *Systems Approach, Task Analysis, *Training Techniques

Identifiers—TAC, *Tactical Air Command

The report describes the development and evaluation of a Tactical Air Command (TAC) C-130E transitional aircrew training program based on a systems approach. The systems approach to training emphasizes the importance of specifying objectives derived from a task analysis of the aircrew member's job. A training program was

prepared to develop proficiency in the specific duties required of the C-130E pilot, co-pilot, and flight engineer. The training program was designed to be highly job relevant and included multimedia and self-instructional materials. Training objectives were derived from a task analysis of the C-130E aircrew members' job requirements. Aircrew flight training course materials and various training media were prepared based on the specific end-of-course objectives. The training program was evaluated over a six-month period, revised as needed, and implemented by TAC in the USAF formal school for C-130E transitional training for all military services. The results were as follows: students in the new course achieved all training objectives; classroom instruction was reduced about 50%; flying hours were reduced from 45 to 35 hours; length of training was reduced 37% per trainee; pilots and co-pilots, graduates of the new course, were rated significantly higher by their supervisors than were graduates of the old course; there was no significant difference in ratings received by the two flight engineer groups; and verified annual savings of about five million dollars was realized. (Author)

ED 056 279 AC 012 017

TIPP, Training Incentive Payments Program. Five Year's Operations. Final Report.

Institute of Public Administration, New York, N.Y.

Report No.—DLMA-82-34-69-44-1

Pub Date 1 Jun 71

Note—113p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-201 160, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Blue Collar Occupations, *Improvement Programs, Job Skills, Learning Motivation, Low Income Groups, Manpower Development, *Motivation Techniques, *Program Evaluation, *Rewards, *Vocational Education

Identifiers—TIPP, Training Incentive Payments Program

A report is made of the first operating phase from March 1970 through May 1971 of a test of the feasibility of using financial incentives to stimulate more effective upgrading of the skills and earnings of low income workers in the private sector. TIPP provides incentive payments to employers based on results achieved. Program administration stresses self-administration by participating employers. Each employer taking part provides full access to his firm's experience under the program for research purposes, as a contribution to the development of more effective manpower policies and instruments by the government. (Author)

ED 056 280 AC 012 018

Syracuse Upgrading Project—December 1967—June 1970.

Syracuse Univ. Research Corp., N.Y.

Report No.—DLMA-82-34-68-07-1

Pub Date Jun 70

Note—116p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-201 159 MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Adult Vocational Education, Blue Collar Occupations, *Guidelines, Health Occupations, *Improvement Programs, *Inplant Programs, Job Skills, Metal Working Occupations, *Motivation, Off the Job Training, *Vocational Education

The document reports on a training program designed to accelerate in-plant upgrading of skills, first in metal-working, then in health-service occupations, through training provided in off-work time. The project was to evaluate the use of allowances as incentives, and to provide guidelines for future upgrading programs. (Author)

ED 056 281 AC 012 019

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Vanderbilt Univ., Nashville, Tenn. Medical Center.

Report No.—DLMA-92-45-68-08-1

Pub Date 17 Aug 70

Note—15p.

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Pub Date 71

Contract—OEC-8-019002-3577

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Pub Date Feb 70

Note—59p.

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Descriptors—*Disadvantaged Groups, *Health Occupations, *Paramedical Occupations, *Personnel Selection, Screening Tests, *Young Adults

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ED 056 284 AC 012 022

Hiemstra, Roger P.

Community Education: A Bibliography.

Nebraska Univ., Lincoln. Dept. of Adult and Continuing Education.

Pub Date Sep 71

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

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Meant to serve as a guide to literature concerning program planning and evaluation, the format of this bibliography is a simple planning and evaluation model. The bibliographic material cited is related to one of the four model components, as follows: 1. Clientele Analysis and Need; 2. Establishing Objectives; 3. Program Planning (Models, Principles and Procedures; Tools; General and Miscellaneous Planning Information; and Decision-Making/Problem Solving); and 4. Evaluation. The 229 items cited are either books or journal articles. (DB)

ED 056 286 AC 012 024

Hiemstra, Roger P.

Instructional Programs in the Adult Education Approach to Community Development.

Pub Date 11 Nov 68

Note—18p.; Paper presented at the Adult Education Association Annual Conference (Des Moines, Iowa, November 11, 1968)

EDRS Price MF-\$0.65 HC-\$3.29

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A survey was conducted to determine what programs or courses are offered by various universities in community adult education. In addition, the type of curricula need and the job of training professionals for community adult education positions were also studied. Of the 16 universities queried, 11 responded. Two of the most pertinent courses were found at the University of Michigan and Columbia University, entitled "Leadership in Community Education" and "Community Development as an Educational Process," respectively. A description of the 13 reported courses are presented in Appendix III. The number of courses being offered in the universities contacted are found to be insufficient. Suggestions of possible additions to existing courses or as entirely new course offerings are: (1) A study of the conflict and its relevance for community adult education; (2) The use of the "Ombudsman" approach to evaluation, consultation, and problem solving; (3) The role of the outside audit in assessing and planning for community development and change; (4) An educative involvement in a community; and (5) The use of technology in community development work. Appendix I is a sample of the Information Request Letter, and Appendix II is a listing of Universities and Instructors to Which Request Letters Were Sent. An eight-item bibliography is provided. (DB)

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Pub Date Jul 71

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Nadler, David

The NOW Employee.

Pub Date 71

Note—194p.

Available from—Gulf Publishing Company, Houston, Tex. (no price quoted)

Document Not Available from EDRS.

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ED 056 289

Cahn, Edgar S., Ed. Passett, Barry A., Ed.

Citizen Participation: Effecting Community Change.

Pub Date 71

Note—304p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, N.Y. 10003 (no price quoted)

Document Not Available from EDRS.

Descriptors—*Changing Attitudes, *Citizen Participation, *Community Organizations, *Democracy, *Social Change

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AC 012 028

The CUNY College Adapter Project. A Description

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City Univ. of New York, N.Y., Office of Community Coll. Affairs.

Report No.—PB-199-086

Pub Date Nov 70

Note—24p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-199 086, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*College Preparation, Counseling Programs, *Disadvantaged Youth, *Manpower Development, *Post High School Guidance, *Work Study Programs

The project provided out-of-school Neighborhood Youth Corps enrollees and selected manpower trainees with a program of work and special enrichment services (i.e., remedial education, individual tutoring, personal counseling) as a means of qualifying them for college entrance and linking manpower development to the public college system of a major city. The college provided tuition and stipend support. The report in-

Identifiers—Project 100 000

In 1966, the Department of Defense lowered entrance standards for military service. Men who enter the service as a result of this action are called 'New Standards' men. In this research, the relationship between literacy status of a sample of New Standards men after 23 months of Army service and various indices of military performance was determined. A second objective was to develop an equation for predicting 23-month literacy status. Analysis was carried out for 3,009 men on data extracted from the computerized Project 100,000 Data File. Literacy status at 23 months was found to be only slightly, although positively, related to most of the performance and status indices. A regression equation was developed for predicting 23-month literacy status on the basis of entry characteristics using half the sample and produced a multiple correlation of +.62; a cross-validation test on the other half of the sample showed a correlation of +.60. (Author)

ED 056 274

AC 012 012

Goebel, Ronald A. And Others
Effects of 'Real World' Radio Chatter on Mid-Phase Instrument Ground Trainer Proficiency: A Pilot Study.

Air Force Human Resources Lab., Williams AFB, Ariz.

Report No.—AFHRL-TR-70-38

Pub Date Nov 70

Note—18p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-727 054, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Aural Stimuli, *Flight Training, *Military Personnel, *Performance Tests, *Radio, *Simulators, Training Techniques, Young Adults

Identifiers—Noise, Radio Chatter

Under a background condition of either recorded radio chatter or no radio chatter, the individual performances of two flights of mid-phase instrument student pilots were measured during a simulated instrument cross-country mission in the T-38 ground trainer. Operational constraints prevented the exercise of optimal experimental controls, thereby precluding definitive conclusions concerning the effects of radio chatter on performance. Nevertheless, the study established certain methodological guidelines for future research. Additionally, analysis of the comments of those students receiving radio chatter revealed that the vast majority reacted favorably and enthusiastically to the chatter because it afforded the mission a high degree of realism. (Author)

ED 056 275

AC 012 013

Nadeau, Richard P.

The Worker Three Months after High Intensity Training.

Skill Upgrading, Inc., Baltimore, Md.

Report No.—DLMA-82-22-68-40-1

Pub Date 31 Dec 69

Note—147p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-201 158 MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Behavior Change, *Employee Attitudes, *Improvement Programs, Skill Development, *Supervisors, Training Techniques, Transfer of Training, *Vocational Education

Identifiers—High Intensity Training, HIT

A study of the long-range effects of high-intensity training (HIT) was conducted in 13 different programs in eight companies in Baltimore. A total of 99 HIT trainees were interviewed three months after completing the training. After three months the trainees were examined for higher salaries and higher skill levels. HIT appeared to have a positive effect on trainees' lives away from work. Supervisors' opinions were obtained on trainee attendance, lateness, morale, and quality and quantity of work produced. Workers' attitudes toward their supervisors were noted. (Author)

ED 056 276

AC 012 014

Nozza, Peter R.

An Analysis of the Long-Range Effects of High Intensity Training.

New Jersey State Dept. of Labor and Industry, Trenton.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—DLMA-82-32-68-38-1

Pub Date Apr 70

Note—153p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-201 165 MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Changing Attitudes, Industry, *Program Evaluation, Short Courses, Skill Development, *Training Techniques, *Transfer of Training, *Vocational Education

Identifiers—High Intensity Training, HIT

A long-range study was designed to measure the effectiveness of a training methodology called high intensity training to prepare workers for higher level jobs in less time than traditional training methods. The subjects of the study are six organizations, 68 trainees, nine supervisors, and six management personnel; three to eight months after completion of high intensity training. The training was viewed favorable by management and supervisors and was found to have a positive effect on the attitudes of workers. However, there were some criticisms and suggestions made for improving the HIT procedure. (Author)

ED 056 277

AC 012 015

Sprintzer, Allan D.

Trade Union Sponsored Occupational Training in the U.S. Maritime Industry: The Upgrading and Retraining Program of the National Maritime Union. Final Report.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—DLMA-91-34-68-12-1

Pub Date Jun 71

Note—355p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-201 126 MF \$0.95, HC \$6.00)

Document Not Available from EDRS.

Descriptors—*Industry, Job Skills, *Labor Unions, Males, *Seamen, *Skill Development, Training Techniques, *Vocational Education, Young Adults

Identifiers—*National Maritime Union

From 1946 to the early 1960's, American seafaring unions were generally opposed to the operation of formal maritime industry training programs. This view was influenced by a chronic postwar oversupply of seamen and a secular decline in the Union's shipping industry which resulted in underemployment for union members. After 1960, trade union interests in skill training increased in response to technological changes and the emergence of selected labor shortages. This study examines objectives, structures, functions, and results of the National Maritime Union's upgrading and retraining program during its first 19 months of operation, from May 1966 through December 1967. A detailed analysis of an 11.5% sample of the 1,805 men accepted for training in the selected courses during this period showed that of the percent enrolled as secedules, about 85% of the enrollees completed training, and 83% of the completers utilized their new skills at sea. This study evaluates these results and attempts to analyze their determinants. (Author)

ED 056 278

AC 012 016

Valverde, Horace H. Burkett, Bob P.

A Systems Approach to C-130E Aircrew Transitional Training. Final Report.

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio.

Report No.—AFHRL-TR-71-4

Pub Date Mar 71

Note—71p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-727 055 MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Educational Programs, *Flight Training, Instructional Materials, *Military Personnel, Program Evaluation, *Systems Approach, Task Analysis, *Training Techniques

Identifiers—TAC, *Tactical Air Command

The report describes the development and evaluation of a Tactical Air Command (TAC) C-130E transitional aircrew training program based on a systems approach. The systems approach to training emphasizes the importance of specifying objectives derived from a task analysis of the aircrew member's job. A training program was

prepared to develop proficiency in the specific duties required of the C-130E pilot, co-pilot, and flight engineer. The training program was designed to be highly job relevant and included multimedia and self-instructional materials. Training objectives were derived from a task analysis of the C-130E aircrew members' job requirements. Aircrew flight training course materials and various training media were prepared based on the specific end-of-course objectives. The training program was evaluated over a six-month period, revised as needed, and implemented by TAC in the USAF formal school for C-130E transitional training for all military services. The results were as follows: students in the new course achieved all training objectives; classroom instruction was reduced about 50%; flying hours were reduced from 45 to 35 hours; length of training was reduced 37% per trainee; pilots and co-pilots, graduates of the new course, were rated significantly higher by their supervisors than were graduates of the old course; there was no significant difference in ratings received by the two flight engineer groups; and verified annual savings of about five million dollars was realized. (Author)

ED 056 279

AC 012 017

TIPP. Training Incentive Payments Program. Five Year's Operations. Final Report.

Institute of Public Administration, New York, N.Y.

Report No.—DLMA-82-34-69-44-1

Pub Date 1 Jun 71

Note—113p.

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Note—24p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-199 086, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*College Preparation, Counseling Programs, *Disadvantaged Youth, *Manpower Development, *Post High School Guidance, *Work Study Programs

The project provided out-of-school Neighborhood Youth Corps enrollees and selected manpower trainees with a program of work and special enrichment services (i.e., remedial education, individual tutoring, personal counseling) as a means of qualifying them for college entrance and linking manpower development to the public college system of a major city. The college provided tuition and stipend support. The report in-

cludes a history of the project, descriptions of program components, staff structure and functioning, agency coordination, bibliographies, and a suggested model program. (Author)

ED 056 291 AC 012 047

Coghill, Mary Ann
Games and Simulations in Industrial and Labor Relations Training.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.
Pub Date Sep 71

Note—29p.; Key Issues Series-No. 7

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, Bibliographies, *Educational Games, *Human Relations, Industry, *Management Games, *Simulation, Workshops

This book is not designed to be read like a book; instead, it is intended for group participation. Games and simulations are a popular development in industrial and labor relations training programs. This report brings to the attention of instructors, in both the business and academic communities, the variety of subjects and levels at which such exercises are focused. The book is divided into five sections: Games and Simulation Techniques, Workshop, Collective Bargaining Games and Simulations, Supervisory Training Programs, and List of References. (CK)

ED 056 292 AC 012 048

Webb, Bradley M.
Needs and Expectations: As Seen by Students in an Academic Up-Grading Programme.

Pub Date Oct 70

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Adult Education, Age Differences, Changing Attitudes, Charts, *Compensatory Education Programs, Course Content, *Improvement Programs, Learning Motivation, *Questionnaires, Student Needs

Identifiers—Canada, Ontario Department of Education

The purpose of this study is to examine and assess the expectations, needs and opinions of educationally deficient adults on their returning to school for academic upgrading. The hypothesis to be tested is that programs of academic up-grading for adults, which belong to a new field and suffer many of the uncertainties that pervade all fields of education, may be proceeding on wrong assumptions regarding student needs. Respondents were all at grades 9 and 10 equivalencies and were in the third to seventh month of the course of study. A questionnaire was completed by class groups with explanatory assistance being given by the author. In general, the answers to the questionnaire give support to the hypothesis tested. (CK)

ED 056 293 AC 012 049

Business and Education for World Affairs. A Report of the Business Task Force to the International Education Year Committee of the U.S. National Commission for UNESCO.

National Commission for UNESCO, Washington, D.C.

Pub Date Sep 71

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Business Education, *Cultural Enrichment, Economics, *Improvement Programs, Industry, *International Education, Professional Personnel, *Task Analysis

Identifiers—United Nations

A Business Task Force was appointed by the U.S. National Commission for UNESCO with a specific mission of examining ways in which corporations, collegiate schools of business, and business organizations could most effectively encourage improvement of education, especially programs to prepare businessmen to assume new roles and responsibilities with respect to intercultural relations and international affairs. The Task Force has reviewed trends in world affairs and attempted to appraise the implications these trends have for business and its leaders. This document contains the report and recommendations of the Task Force. (CK)

ED 056 294 AC 012 062

Barry, M. Kaneti. And Others

2100 Sixth Formers: A Study of Sixth Form Boys and Girls, with Particular Relevance to Their

Subject Specialisation, Educational Aims, Vocational Choice and Career Prospects.

Brunei Univ., London (England).

Pub Date 71

Note—106p.; Brunei Further Education Monographs No. 2

Available from—Hutchinson Educational Ltd, 178-202 Great Portland Street, London W1, England (18 shillings net)

Document Not Available from EDRS.

Descriptors—Adult Education, Aspiration, *Career Opportunities, Decision Making, *Educational Objectives, Females, Goal Orientation, Information Dissemination, Liberal Arts Majors, Males, *Occupational Choice, Questionnaires, Science Education, *Secondary School Students, Sex Differences, Student Attitudes, *Surveys

A major objective of the survey was to inquire whether schools are performing the function of familiarizing their pupils with all existing opportunities of post-school education. Another object of inquiry was the subject choice of respondents and what they saw as their future careers. Relevant questions were designed and included in a questionnaire. Respondents included a preponderance of girls. One of the major findings of the survey showed that the sixth-formers were receiving inadequate school advice about the opportunities for higher study in the Further Education field. There was a strong desire among these sixth formers to enter a university, a lack of knowledge as to alternative courses of study, and a lack of teacher influence on their decision-making. Of the respondents, 35% indicated a desire to take subjects outside the specialist range; this desire was equally prevalent among arts and science specialists. Girls tended to choose health, welfare and educational occupations. In these fields they tended to have lower aspirations than boys, whereas in the fields of arts and science, the level of aspiration was the same for both sexes. The lower proportion of science specialists and the higher proportion of mixed subject specialists among the survey population confirms the trend away from science specialization. (CK)

ED 056 295 AC 012 063

Cole, Hilda Van Der Eyken, Willem

Survey of Current Research in Further Education.

Brunei Univ., London (England).

Pub Date 71

Note—240p.; Brunei Further Education Monographs No. 1

Available from—Hutchinson Educational, 178-202 Great Portland Street, London W1, England (30 shillings net)

Document Not Available from EDRS.

Descriptors—*Adult Education, Colleges, Enrollment Trends, *Guides, Industry, *Research, *Surveys

Identifiers—*Great Britain

This guide to current research in Further Education (FE) provides the title of research projects in progress in the UK, the responsible or sponsoring institute, the composition of the research team, and, where possible, a description of the work. An introductory essay attempts to set this fragmented work in context. This is an invaluable compendium for those professionally and directly concerned in FE and for the growing number peripherally involved. The greatest recent growth in terms of increased student intake has been in the FE sector and the colleges of Further Education. FE colleges, as a result of policy, and because they are traditionally conceived to be teaching institutions, have not built up a body of research staff. Any study of FE which wishes to explain the system and what happens within it has to pay serious attention to the industrial component within the system. (Author/CK)

ED 056 296 AC 012 064

Gartner, Alan

Paraprofessionals and Their Performance: A Survey of Education, Health, and Social Service Programs.

Pub Date 71

Note—152p.; Praeger Special Studies in U.S. Economic and Social Development
Available from—Praeger Publishers, 111 Fourth Avenue, New York, N.Y. 10003 (no price quoted)

Document Not Available from EDRS.

Descriptors—Educational Programs, *Health Services, *Nonprofessional Personnel, *Social Services, Subprofessionals, *Surveys, *Task Performance, White Collar Occupations

This book is primarily concerned with the quality of professional human services. To this topic are addressed two basic questions. First, what does the paraprofessional do? And second, to what effect does this quality relate to the consumer of these services? The book includes seven chapters, in which the following fields are considered: education, mental health, social work, health, and police and corrections. The multiplicity of evidence derived from the studies conducted leads to the conclusion that paraprofessionals play an important role as service agents and contribute positively to the well being of consumers in highly significant and often unique ways. (Author/CK)

ED 056 297 AC 012 065

Proceedings of the Ninth Annual Conference of the Australian Association of Adult Education (Australian National University, August 22-26, 1969). Volume 1. The Political Education of Australians.

Australian Association of Adult Education.

Pub Date 69

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Conferences, Mass Media, *Political Socialization, Politics, Professional Personnel, *Public Affairs Education, *Teaching Techniques

Identifiers—Australia

The papers presented in this volume were prepared for the ninth national conference of the Australian Association of Adult Education. The Conference was mainly a gathering of professional adult educators from Australian departments and institutions created for the purposes of adult education. The education of adults on a voluntary basis and without provision of qualifications is as yet a very minor social institution within Australian society. It is an institution which responds to a wide range of other more dominant social institutions, such as the political system. It is particularly in the political sense that all the papers which are included have relevance for teachers in whatever setting they work. (Author/CK)

ED 056 298 AC 012 066

Proceedings of the Ninth Annual Conference of the Australian Association of Adult Education (Australian National University, August 22-26, 1969). Volume 2. Recent Projects in Adult Education. Research in Adult Education.

Australian Association of Adult Education.

Pub Date 69

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Conferences, Conservation Education, Continuation Education, *Educational Research, *English (Second Language), Geology, Music Education, Participant Characteristics, *Projects, Residential Programs, Televised Instruction, Womens Education

Identifiers—Australia

The papers in this volume were presented at the ninth annual conference of the Australian Association of Adult Education. Included in the program of the conference were discussions on "Recent Projects in Adult Education" and "Research in Adult Education." These were dealt with by two syndicates which met throughout the conference and presented reports on their discussions to a final plenary session of members. The material for Syndicate 2 consisted of papers prepared by a number of adult educators who described one or more projects included in their programs. The basis for discussion by Syndicate 3 was a paper on "The Clientele of Adult Education." The papers and other material in this volume provide a record of the work done by these syndicates. (Author/CK)

ED 056 299 AC 012 067

Experimental World Literacy Programme: Experimentation in Functional Literacy Pilot Projects (Importance, Limitations, Meaning, Methods & Fields).

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date May 70

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Culturally Disadvantaged, *Experimental Programs, *Functional Illiteracy, *Hypothesis Testing, International Programs, *Literacy Education, *Pilot Projects

This paper is a first approach to the problems raised by the concept of experimentation in the field of functional literacy. It is divided into three main sections: (1) necessity, limits, and means of experimentation; (2) methods and fields of experimentation; and (3) the fields of experimentation. Hypotheses examined include: (1) The cultural minorities who are conscious of their situation as a minority are more open, seek more actively the raising of their level of knowledge and skill than the majorities; (2) The concept of school progression based on phonetic progression seems to have to be abandoned in the field of adult education; (3) Neither for the teacher nor for the taught is the traditional manual likely to be the best pedagogical instrument. It is concluded that in the conduct of the Functional Literacy Programme, each project, in terms of the objectives that are set for it, the circumstances, the specific capacities of its cadres, should work out an experimentation plan supported by a corresponding evaluation plan. (CK)

ED 056 300 AC 012 068

Homemaker Service Demonstration Training Project (March 1968-May 1970). Final Report. Kansas State Univ., Manhattan. Dept. of Family Economics.

Spons. Agency—Manpower Administration (DOL), Washington, D.C.
Pub Date 31 May 70
Note—187p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Day Programs, Demonstration Projects, Extension Education, *Females, *Home Economics Education, *Homemaking Education, Job Development, *Middle Aged, Non-credit Courses, Occupational Home Economics, Residential Programs, Standards, *Training Techniques, University Extension

This program was directed to women between the ages of 45 and 65. Its objectives were to develop a training program for homemaker services that would: (1) establish an expectation of high quality performance and standards for all who care for the aging and other families, (2) provide a nucleus of trained homemakers to meet community needs, and (3) develop a prototype training program adaptable to junior and state colleges in Kansas and other states. A three-step training procedure was followed consisting of (1) teaching, (2) participation and demonstration, and (3) practical application. The teaching was performed by a staff of 25 specialized persons. The subject areas were working with and understanding people, food for families, home management skills, personal care of others, and professional development. Conclusions include: (1) Women can and will take advantage of educational training opportunities and become fully employed as qualified homemakers; (2) Families in communities can benefit from having available qualified homemakers to work for them in times of need; (3) In-residence training provides a quality of instruction for the most essential concern of homemakers, that of providing personal care and understanding; (4) Support from the training center and employment services must be made available to the trainee after graduation. (Author/CK)

ED 056 301 AC 012 069

Kemp, C. Gratton

Small Groups and Self-Renewal.

Pub Date 71

Note—264p.

Available from—The Seabury Press, New York (\$7.95)

Document Not Available from EDRS.

Descriptors—Evaluation Techniques, *Group Experience, Human Relations, *Individual Development, *Interaction Process Analysis, *Leadership Training, Organizations (Groups), Perceptual Development, *Self Concept, Self Evaluation, Social Change

Identifiers—Self Evaluation Scale

This book has three emphases: the exploration and clarification of (1) the foundation of the group in several disciplines and in the changing concepts of civilization, (2) the nature of various groups—theories, methods, problems, needed skills, and evaluation processes, and (3) leadership preparation and application of group process to the various aspects of life and work. Nine chapters are included: Group Issues and Possibilities Today, The Nature of the Small Group, Group Patterns, Group Process, The Leader, The

Group Member, Special Problems in Interaction, Putting Group Process To Work, and Studying the Group. The book is planned for both lay and professional worker in the church, the school, and in social, business, and recreational organizations who are involved in the constructive development of persons through the group experience. The following premises provide a consistent basis for understanding the content: (1) The possibilities of group process for self-renewal are based on the potentialities and limitations of man himself; (2) The realization of these possibilities is directly related to man's openness to experience, knowledge, skills, and interest in becoming; (3) The concept of individual differences is basic to the provision of the optimal helping relationship; (4) Ability to participate and benefit from the group experience is a developmental process; (5) Group process enhances the potential for change in the perceptions and self-concepts of the members. (Author/CK)

ED 056 302 AC 012 070

Higher Education Center for Urban Studies (Bridgeport, Connecticut). Final Report.

Higher Education Center for Urban Studies, Bridgeport, Conn.

Pub Date 25 Jun 71

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Planning, College Curriculum, Disadvantaged Groups, *Feedback, *Higher Education, *Improvement Programs, Minority Groups, Peer Groups, Remedial Programs, Undergraduate Study, *Urban Studies

Identifiers—Model Cities Program

The Higher Education Opportunities/Career Ladder Program is designed to provide opportunities to pursue higher education and thus to insure upward and lateral mobility for residents of the Model Neighborhood area and for eligible staff of the City Demonstration Agency (CDA) and of related agencies and programs serving the Model Cities area. Citizen participation in the program is insured in a variety of ways. An important aspect of Model Neighborhood input will come in the form of the constant feedback encouraged from the participants themselves. Staff unique to this program will include an overall project coordinator who will direct the services of the professional supportive staff, the assigned student personnel staff of member institutions, and of the Urban Corps work/study students. The basic added dimension envisioned in this support system is the assistance provided to faculty members in understanding the problems and special needs of enrollees and the provision for discussions with faculty as necessary on matters of special need. (Author/CK)

ED 056 303 AC 012 071

Handbook of Australian Adult Education.

Australian Association of Adult Education.

Pub Date 71

Note—147p.; 3rd edition

Available from—Australian Association of Adult Education, Box 1346, P.O., Canberra, A.C.T. 2601, Australia (no price quoted)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Education, Day Programs, *Directories, *Educational Facilities, Evening Programs, *Professional Associations, *University Extension

Identifiers—Asia, Australia, New Zealand, South Pacific

The aim of this handbook is to provide a quick reference source for a number of different publics. It should be of regular assistance to adult and other educators, personnel officers and social workers, whose advice and help is constantly being sought about the availability of adult education facilities in their own, or in other States. The aim in compiling the Handbook has been to bring together at the National and State levels all the major agencies—university, statutory body, government departments and voluntary bodies—that provide programs of teaching for adults open to members of the public. There are listed also the large number of governmental or voluntary bodies which undertake educational work in special areas. The Handbook also lists all the major public institutions—State Libraries, Museums, and Art Galleries—that serve importantly to supplement the direct teaching of adults by their collections. New entries include brief accounts of adult education in the Northern Territory and in the

Territory of Papua-New Guinea, and the systems of Colleges of Advanced Education. (Author/CK)

ED 056 304

AC 012 072

Cole, James L.

The Application of Computer Technology to the Instruction of Undereducated Adults. Final Report.

North Carolina State Univ., Raleigh. Adult Learning Center.

Spons. Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No—Monogr-2

Pub Date Oct 71

Grant—OEG-0-70-4599(324)

Note—60p.

Available from—James L. Cole, Department of Psychology, North Carolina State University, Raleigh, N.C. (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, *Comparative Analysis, *Computer Assisted Instruction, Disadvantaged Groups, Functional Illiteracy, Learning Motivation, Programed Instruction, Research, *Teaching Techniques, *Technology

Identifiers—*Instructional Process Control, IPC

Two different uses of computers in instruction are Computer Assisted Instruction (CAI) and Computer Managed Instruction (CMI). CMI is primarily concerned with data management in the instructional process, and CAI is the use of computers to control the instructional process itself. The uses of computers in instruction can be described in four main categories: (1) Drill and Practice, (2) Tutorial-CAI, (3) Games and Simulation, and (4) Computation and Problem Solving. In Tutorial-CAI, instruction is carried out on the computer in a set of frames similar to programmed instruction. The use of computers in the instruction of Adult Basic Education (ABE) students was investigated in two ways: (1) The use of an IBM 1500 System investigated the use of computers for testing, Drill and Practice and Tutorial-CAI, and (2) The development of an Instructional Process Control (IPC) System using a mini-computer and simplified student stations to control response feedback on programmed instructional materials. Conclusions include: (1) ABE pupils found the complexities of the student stations of the IBM 1500 System difficult to master and prone to produce anxiety; (2) The IPC System provided no impediments to learning. Recommendations include: (1) CAI in its conventional forms should not be explored any further at present for ABE pupils; (2) Further demonstration programs should be supported to develop applications of the IPC System. (CK)

ED 056 305

AC 012 073

A Trainee Upgrading Project for Newly Appointed Federal Civil Service Employees in the San Francisco Bay Area.

San Francisco Unified School District, Calif.

Report No—DLMA-82-05-67-46-1

Pub Date Apr 69

Note—58p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 507 MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Adult Vocational Education, Day Programs, *Disadvantaged Groups, Federal Government, *Government Employees, *Job Skills, Projects, *Skill Development

Identifiers—Post Office Department, San Francisco Bay Area

The objective of this program, conducted by the San Francisco Public Schools in cooperation with the San Francisco Post Office, was to show that applicants, selected from all groups regardless of race, representing the young, middle aged and older persons and those lacking skills, could, with proper aid qualify for permanent employment in entry level Civil Service positions. Five hundred positions were made available to the San Francisco Post Office for a period of one year. The employees were selected and placed by the California State Employment Service which placed job orders in poverty areas. Since selection was not dependent on educational qualification, it was incumbent to improve the employees' basic skills. Classes were scheduled two hours a day - five days a week. (Author)

ED 056 306 AC 012 074

Stewart, W. A. Weinstein, E. S.
Rand Symposium on Pilot Training and the Pilot Career. (Santa Monica, Calif., Feb. 23-27, 1970).

Rand Corp., Santa Monica, Calif.

Report No.—R-615-PR

Pub Date Dec 70

Note—143p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-720 797 MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Flight Training, *Military Personnel, Motivation, Relevance (Education), Research, *Symposia, *Transfer of Training

This document contains discussions of the following: The pilot career; Career and education; The pilot skill—definition, measurement, and retention; Relevance of training to combat; Selection; Motivation; Training innovations and the role of research; Simulators; The instructor pilot; Topics for research. (Author/CK)

ED 056 307 AC 012 083

Peck, Robert D.
Proprietary Schools and Educational Planning. A Staff Report.

Educational Coordinating Council, Salem, Ore.

Report No.—ECC-68-70

Pub Date Oct 70

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Business, Comparative Analysis, Educational Legislation, *Educational Planning, Industry, *Proprietary Schools, Public Schools, *Questionnaires, Skill Development, *State School District Relationship, Student Opinion, Surveys, *Vocational Education
 Proprietary schools fill an important gap in post-high school education. Because it is profit-oriented, the proprietary school is forced to provide new and unusual programs for the benefit of employers and students. The simple factor of specialization affords these schools an advantage over public schools. Other advantages, as reported by students, are: (1) Students can usually start a class within a week after enrolling; (2) Course completion can be achieved within a relatively short period of time; (3) The curriculum is usually entirely skill-oriented; (4) Assistance is available in securing employment after training; (5) Deferred payment plans are of direct financial assistance to the students. The potential of these schools, however, is inhibited because they are not status symbols and those who attend them are from the less powerful and less vocal groups in society. Recently, a movement by business has developed to view the proprietary school as a sound investment. A number of corporations have entered the proprietary school business. As states assume responsibility for appropriate regulation of these schools, their potential may be more completely realized. This study faced a fundamental problem when it looked to other states for leadership in "coordinating council-proprietary school relationships." The summary of the 50-state questionnaire survey regarding proprietary schools reveals that other states do not have organizations clearly comparable to the Oregon Educational Coordination Council. Replies to the questionnaire are summarized. (CK)

ED 056 308 AC 012 084

Ward, Dale E.
The Proprietary School in Oregon: 1971. A Council Report.

Educational Coordinating Council, Salem, Ore.

Report No.—ECC-15-71

Pub Date Feb 71

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Certification, *Educational Legislation, Instructional Materials, Private Schools, Program Evaluation, *Proprietary Schools, Standards, *State School District Relationship, Teacher Education, *Vocational Education

Identifiers—*Oregon

In Oregon, schools licensed by the Department of Education serve a broad base of occupational training needs and are governed by broadly stated and permissive legislation. It is the loose construction of statutes that gives the Department's Advisory Committee its purpose. The Committee and the Department jointly set standards of operation for the proprietary school. As the

schools' involvement in training Oregon residents during the 70's, the strength of the state-school relationship will be tested. Therefore, it will be helpful to have a detailed description of the present relationship between proprietary schools and their respective licensing authorities. A recent Oregon Educational Coordinating Council report, "Proprietary Schools and Educational Plannings," October 1970, dramatized the problem further by demonstrating that nationally, "the 1960's could be considered a decade of indecision by local educational organizations which failed to develop new working relationships to utilize the facilities or programs of proprietary school." The following conclusions have been reached from the research and preparation of this report: (1) State licensing agencies for proprietary schools have established a close and significantly unique relationship with the proprietary school in Oregon which is nationally unprecedented; (2) The proprietary school can no longer be ignored in the assessment of educational resources in the state; (3) There is a need for the state to be equipped to objectively assess the performance of a school in at least teacher training and supervision and program evaluation. (CK)

ED 056 309 AC 012 085

Etter, David C.

Continuing Education and Community Services: A Survey of Oregon Courses and Allied Learning Opportunities.

Oregon State System of Higher Education, Corvallis, Div. of Continuing Education.

Spons Agency—Educational Coordinating Council, Salem, Ore.

Pub Date Dec 70

Note—258p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Adult Education, Blue Collar Occupations, *Community Services, Course Content, Economically Disadvantaged, Educational Finance, *Financial Policy, Financial Support, *Learning Activities, Older Adults, Student Characteristics, *Surveys

A 20-item questionnaire was mailed to 1,032 prospective Continuing Education and Community Service agencies in Oregon. Two follow-up mailings plus interviews helped to produce a 77.8% return and the identification of 176 public and private and school and nonschool agencies. The purpose of the investigation was to ascertain what course and allied learning opportunity activity was being conducted and by which agencies. In addition, agencies were asked to estimate several things about the makeup of their enrollments, and certain financial questions were asked. Major findings include: Continuing Education and Community Services courses and allied learning opportunities are a 10 million dollar a year activity in Oregon; (2) Agencies are able to recover, on the average, 86% of the cost of their offerings; (3) The average fee charged course enrollees was estimated to be about \$15.50; (4) The Division of Continuing Education provides the most clock hours of instruction of all Oregon agencies, and it serves more older adults than any other agency; (5) Less than 10% of the 176 agencies studied concentrate on providing for blue collar workers and the poor; (6) 124 agencies reported that less than 9% of the funds they spent in 1969-70 came from outside funding sources; (7) Outdoor Recreation and Physical Education followed by Agriculture followed by Safety and First Aid were the most frequent offerings during 1969-1970. (Author/CK)

ED 056 310 08 AC 012 086

Anthony, Hazel Kreutz, Shirley
Seminar to Identify the Structure of Knowledge in Home Economics Education at the Graduate Level. Final Report.

Nebraska Univ., Lincoln. Dept. of Home Economics Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2205

Pub Date Mar 68

Grant—OEG-3-6-062205-1929

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Concept Teaching, Course Content, Curriculum Evaluation, Educational Objectives, Educational Philosophy, *Graduate Study, *Home Economics Education, Preservice Education, Research, *Seminars, *Teacher Educators

Thirty-five home economics teacher educators participated in a seminar to evaluate and refine material originally developed under the leadership of the Home Economics Education Branch of the United States Office of Education under the title "Concepts Structuring in Home Economics Education Curriculum." The group was also given the assignment to identify comparable material appropriate for the content of graduate courses in home economics education, to plan evaluation of the material and to explore research questions for further development of the material. The content was organized around five concepts believed to be the fundamental ideas in both the pre-service and advanced study programs in home economics education. These are: (1) philosophy of home economics education, (2) professional role in home economics education, (3) program planning in home economics, (4) educative process in teaching home economics, and (5) research in home economics education. Thirty-five additional home economics teacher educators joined the participants in judging the items. They selected the objectives they believed important and the generalizations they believed essential in home economics teacher education. A document will be published under the title "Home Economics Education Objectives and Generalizations Related to Selected Concepts." The work is considered to be exploratory in nature, and some basic questions are raised and suggestions given for further research. (Author/CK)

ED 056 311 AC 012 095

Life Insurance: A Suggested Adult Basic Education Course.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 71

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education Programs, Bibliographies, *Business Education, *Consumer Education, *Course Content, Educational Objectives, Evening Classes, *Insurance Companies, Noncredit Courses
 Identifiers—Life Insurance Education

This course is aimed at the buyer or potential buyer of life insurance for the purpose of helping him to a better understanding of life insurance and of aiding him in making decisions about his own life insurance coverage. It is structured to be taught one evening a week for six to eight weeks. Each session would last about two hours. The course is divided into four lessons: (1) Life Insurance, (2) Types of Life Insurance Contract, (3) Applications of Life Insurance, and (4) Programming Life Insurance. A bibliography is included. (Author/CK)

ED 056 312 AC 012 096

Project ENABEL: Extern Network of Adult Basic Education Leaders, 1970-71. USOE Region V.

Michigan State Univ., East Lansing. Dept. of Administration and Higher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Grant—OEG-0-70-4476(323)

Note—127p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, *Adult Counseling, College Role, Conceptual Schemes, *Information Networks, *Pilot Projects, *Problem Solving, Summer Workshops

Identifiers—Externs

Project ENABEL (Extern Network of Adult Basic Education Leaders) was launched as a pilot project to: (1) analyze the essential character of the Adult Basic Education (ABE) problem, (2) identify individuals and institutions whose functions are critically related to the ABE problem, (3) identify personal qualities and professional competencies required of individuals, (4) resolve the question of the appropriate role of the university, and (5) conceptualize a systematic scheme for appropriately relating the university to ABE programs. Each state extern was invited during a summer workshop to develop a plan for improving his own performance and/or the operation of his own local program in ABE. Project staff members visited the home school of each extern for consultation at least once during the project. Interns, other staff members, and selected externs solicited and honored requests for consultation and in-service training from schools not otherwise

involved in the network. Conclusions indicate that most participants in the program benefited positively with respect to understanding ABE students, their problems and needs, and the cultural differences between adult education and childhood education. (CK)

CG

ED 056 313 CG 006 602

Langman, Lauren And Others
Radicals and Roman Collars.
Loyola Univ., Chicago, Ill.; Temple Univ., Philadelphia, Pa.

Spons. Agency—National Science Foundation, Washington, D.C.
Pub Date 71

Note—25p.; Paper presented at American Sociological Association convention, Denver, Colo., August 30-September 2, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, *Authoritarianism, *Catholics, Conflict, Demonstrations (Civil), *Generation Gap, Middle Class Culture, Political Attitudes, Questionnaires, Social Change, *Social Values, *Youth

A sociological study of students at Loyola University at the time of their protest regarding Kent State University and Cambodia revealed a wealth of factors regarding intergenerational conflict among Catholics. The majority of students supported the leaders and active participants of the political demonstration, and also approved of smoking marijuana, premarital sex, and "left wing" politics. They indicated that making money and social status were not significant considerations in job choice. These views represent a significantly different "alternative life style" for these students from that of their "middle American" parents. The espousal of alternate political and social values by the adolescents was found to reflect a long-term pattern of intergenerational conflict. Students who experienced the parents' marital relationship as discordant or the child-parent, especially the child-mother, relationship as conflictive and lacking in understanding, were less authoritarian and less likely to internalize parental values regarding politics, sex, religion and life style. No relationship was found between the students' life style and parental education, income or occupation, and the college experience did not prove a liberalizing factor. (KS)

ED 056 314 CG 006 654

Gelfand, Donna M. And Others
A Videotape-Feedback Training Method to Teach Behavior Modification Skills to Nonprofessionals.

Eastern Washington State Coll., Cheney; Utah Univ., Salt Lake City.

Spons. Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Apr 71

Grant—OEG-0-9-547028-3529(725)

Note—27p.; Paper presented at Western Psychological Association convention, San Francisco, Calif., April 21-24, 1971

Available from—Donna M. Gelfand, Psychology Dept., Univ. of Utah, Salt Lake City, Utah 84112

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Behavioral Objectives, *Behavior Change, Change Agents, Children, Microteaching, *Nonprofessional Personnel, Operant Conditioning, Teaching Techniques, Trainees, *Training, *Training Techniques, *Video Tape Recordings

Three nonprofessionals, including those with limited education and advanced age, received training to become effective behavior modification agents (therapists). Each was then individually observed and videotaped in his work with a retarded child. Therapists' performances were not adequate for effecting the desired changes in the children's behavior. A subsequent videotape-feedback training program resulted in improvements in both therapist and child behaviors. These were maintained even after the training condition was withdrawn. Based on these positive results, 3 mothers were similarly trained to work with their own young children. A major point revealed in this investigation is that it does not suffice merely to present the nonprofessional therapist with a behavior modification program

and an injunction to carry it out. Explicit, detailed training and close scrutiny are required for providing a wide range of nonprofessionals with behavior modification skills. (Author/TL)

ED 056 315 CG 006 656

Robinson, Richard T.
Legislative Guidelines for the Professionalization of School Counselors.

Southern Methodist Univ., Dallas, Tex.
Pub Date 7 Apr 71

Note—10p.; Paper presented at American Personnel and Guidance Association convention, Atlantic City, N. J., April 4-8, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Certification, *Counselors, Guidance, Guidance Personnel, *Guidelines, *Legislation, Legislators, Professional Recognition, *Standards, State Legislation

A normative survey research methodology is described in which the author: (1) reviewed the historical development of the professionalization of public school guidance counselors, including selected literature, current state statutes, and court decisions; (2) constructed an opinionnaire, based on the norms uncovered in the review; (3) submitted the opinionnaire to a jury for validation of its statements; (4) reported validated statements as guidelines; and (5) compared the validated guidelines with current state statutes. Major findings are summarized and categorized and conclusions are drawn from them. Finally, the validated statements are recommended in the form of guidelines to assist legislators in the 50 states in enacting new legislation or amending existing state statutes. Nine categories of guidelines are offered, which include licensing, civil and criminal liability, and expert witness. (TL)

ED 056 316 CG 006 661

Thornburg, Hershel D.
Minority Youth Families: A Comparative Analysis of Attitude Between Self and Family.

Arizona Univ., Tucson.

Pub Date 71

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Disadvantage, Disadvantaged Youth, *Dropout Prevention, Dropout Programs, Dropouts, *Educational Improvement, Educational Innovation, Educational Programs, *High School Students, *Minority Group Children, *Self Concept, Self Esteem, Self Evaluation, Youth

The self-concept of minority youth serves as the organizing focus for this paper. The various social and cultural forces which converge on this population are highlighted, as are the resulting deficiencies: (1) poor self-image; (2) frustration about high school; and (3) limited ability to communicate. A special program at the Casa Grande, Arizona Union High School has been designed to meet the specific needs of 43 of these youth, all of whom are 9th graders and are considered potential dropouts. The Tennessee Self Concept Scale was self-administered by the entire freshman class. Those students in the special academic program were found to be considerably more self critical and to devalue themselves as family members more than their peers. The results are discussed in terms of their usefulness both for better understanding these youths and for programming more effectively for them in the future. (TL)

ED 056 317 CG 006 666

Kleinke, Chris L. And Others
Evaluation of a Person Who Uses Another's Name in Ingratiation and Non-Ingratiation Situations.

Pub Date Apr 71

Note—16p.; Paper presented at Western Psychological Association convention, San Francisco, Calif., April 21-24, 1971

Available from—Chris L. Kleinke, Dept. of Psych., Claremont Men's College, Pitzer Hall, Claremont, Calif. 91711

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior, *Communication (Thought Transfer), *Interaction, Intercommunication, *Interpersonal Competence, Interpersonal Relationship, *Social Relations

Three experiments are reported, each of which was designed to investigate how people in ingratiation and non-ingratiation situations would be evaluated when they communicated immediately through the use of another person's name. While immediacy is acknowledged to be generally

associated with positive affect, it is suggested that evaluation of a person who communicates immediately would depend on the appropriateness of this communication to the context or situation. The authors predicted that when the use of another person's name occurred under conditions of non-ingratiation, it would be positively evaluated, while the reverse would be true under conditions of ingratiation. Results of all 3 experiments are in accord with the prediction, thus providing support for Jones (1964) ingratiation-attractiveness model. Possibilities for future research are suggested. (TL)

ED 056 318 CG 006 676

Mott, Donald D.
Innovations in Freshman Orientation.
Florida Univ., Gainesville.

Pub Date Apr 71

Note—10p.; Paper presented at American Personnel and Guidance Association convention, Atlantic City, N. J., April 4-8, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, College Students, *Orientation, *Student Adjustment, Student Experience, *Student Needs, *Student Personnel Services, Student Personnel Work

In the author's view, the first step in solving college orientation problems is to assess the character of the campus. Orientation personnel interested in designing a useful program should note: (1) the size of the school; (2) whether the institution is primarily commuter or residential; (3) the size of the budget; (4) the degree of faculty and student involvement; (5) how receptive other campus offices are to innovations and changes in the orientation program; and (6) what kinds of students attend the school. A great deal of emphasis is placed on the success of facilitating productive interaction among persons crucial to the orientation program. Several aspects of the program at the University of Florida are highlighted: (1) the Summer Orientation Program; (2) the Student Volunteer Program; and (3) the Teacher-Counselor Program. All are shown to "fit" the character of the campus. It is felt that a truly successful program will include students in the planning. Six recommendations from students attending the National Orientation Directors Conference conclude the paper. (TL)

ED 056 319 CG 006 680

Haller, Charles E.
The Child, the School, the Guidance Counselor in the Middle School (Grades 6, 7, and 8).

Pub Date 71

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counseling, *Counselors, Educational Guidance, Educational Strategies, *Elementary School Guidance, Grade 6, Grade 7, Grade 8, Group Guidance, Guidance Functions, Guidance Objectives, *Guidance Programs, Guidance Services, *Middle Schools, *Students

Initially, the author states his personal philosophy of guidance. He then describes the potential resistances, to an elementary guidance program, by administrators, teachers and parents. These, he feels, can be overcome through a public relations approach which facilitates communication, develops understanding and promotes involvement. Possible concrete steps are enumerated. A breakdown of the author's work week shows that his time is distributed among teaching guidance classes, counseling, group work, and teacher collaboration. Several of his instructional methods are briefly discussed. It is the author's feeling that counseling is the most crucial function. Thirteen case studies are included which provide a range of situations likely to be encountered in elementary guidance. Evaluations of the pilot program by the principal, teachers and students are summarized and obviously weigh heavily on the author's concluding suggestions for possible changes, priorities and improvements. (TL)

ED 056 320 CG 006 682

Teger, Allan I. Henderson James E.
An Examination of the Social Influence Hypothesis of Bystander Intervention in Emergencies.

Pennsylvania Univ., Philadelphia; Princeton Univ., N.J.

Pub Date Apr 71

Note—21p.; Paper presented at Eastern Psychological Association convention, New York, N. Y., April 15-17, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior, *Behavior Patterns, *Imitation, *Peer Acceptance, Peer Groups, Peer Relationship, Social Factors, *Social Influences

Data is brought to bear on the social influence hypothesis, according to which the behavior of one bystander influences other bystanders by providing information leading to a definition of the situation. The study placed a subject in an emergency situation in which one of 3 confederates served as a model: (1) male peer; (2) female peer; or (3) high status male. In the control condition there was no model. When a male model failed to offer assistance there was a significant decrease in helping on the part of the subjects. In all other cases the rate of helping was high. The results indicate that the greater influence of the male model, as compared with the female model, was due to his greater ability to provide information which could be accepted as a valid definition of the emergency situation. The authors interpret the results as supporting the social influence hypothesis of Latane and Darley (1968). (Author/TL)

ED 056 321

CG 006 684

Downing, Lester N.

The Innovative Use of the Relaxation Process in Counseling.

Brigham Young Univ., Provo, Utah.

Pub Date Apr 71

Note—12p.; Paper presented at American Personnel and Guidance Association convention, Atlantic City, N. J., April 4-8, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anxiety, Behavior, *Behavioral Counseling, *Behavior Change, *Counseling, Counseling Effectiveness, *Counseling Goals, Counselor Performance, *Desensitization, Inhibition

Identifiers—Relaxation Process

This paper demonstrates how the proper use of the relaxation process may: (1) make the counseling experience more fruitful and pleasant; (2) facilitate the maximum functioning of the client; (3) reduce physical and emotional tensions; (4) create a physical condition more conducive to attacking other problems; (5) clear the mind for clear and logical thinking; and (6) promote productive and creative efforts by which worthwhile achievements may be realized. The other discusses the goals and possible outcomes of counseling and the place of relaxation in this process. Much of the paper is given over to the principles and actual mechanics involved in relaxation training. Emphasis is on relaxation as a tool for building self-confidence in the client, as well as on behavior changes. A brief consideration of the limitations of the relaxation process concludes the paper. (Author/TL)

ED 056 322

CG 006 691

Gazda, G. M., Ed.

Proceedings of a Symposium on Family Counseling and Therapy.

Georgia Univ., Athens. Coll. of Education.

Pub Date Jan 71

Note—48p.

Available from—G. M. Gazda, College of Education, Univ. of Ga., 402 Aderhold Hall, Athens, Ga. 30601 (\$3.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Children, *Conference Reports, *Counseling, *Family (Sociological Unit), Family Background, *Family Counseling, Family Life, Family Problems, Family Structure, Group Therapy, Marriage, Parents, Symposia, *Therapy

The presentations of 3 top people in the field of family counseling and therapy were transcribed and slightly edited for this booklet. Three different but popular approaches are represented. Virginia Satir discusses and demonstrates the Conjoint Family Therapy approach which she pioneered. Dr. Oscar Christensen, a recognized leader in Adlerian counseling, presents the Adlerian rationale for working with families and also demonstrates the procedure with a pre-selected family. Finally, Dr. Haim Ginott, noted for his group work with children and families, presents his rationale for assisting adults who work with children. The reactions of a panel of experts to these 3 presentations concludes the Proceedings. (Author/TL)

ED 056 323

CG 006 692

Dixon, Theodore R. Almore, Mary G.

The Response-Related Reinforcement of Attitudes.

Texas Christian Univ., Fort Worth.

Pub Date Apr 71

Note—6p.; Paper presented at Western Psychological Association convention, San Francisco, Calif., April 21-24, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, *Attitudes, *Changing Attitudes, *Reinforcement, Values

The present experiment was an attempt to extend a new reinforcement paradigm to attitude change concerning labor unions. Rather than having reinforcers contingent upon critical responses, they were simply correlated with the critical response. The 8 adjective pairs from the evaluative scale of the semantic differential (and 4 buffer pairs) were presented verbally by real subjects to confederate subjects 5 times in random order. There were 4 experimental groups: subjects who, as "experimenters," were trying to influence their (confederate) subjects to a more positive evaluation of labor unions by the way they verbally presented adjective pairs; subjects who were trying to influence to a more negative evaluation; the difference between these first 2 and the other 2 (control) groups was that the latter were only monitors not trying to influence their respective subjects. The sessions were concluded with an interview to determine awareness. The post-experiment interview data confirmed the lack of awareness and the effectiveness of reinforcement via their subjective feelings of success as an experimenter. (Author/RK)

ED 056 324

CG 006 696

LaVoie, Joseph C.

Individual Differences in Resistance-to-Temptation Behavior in Adolescents: An Eysenck Analysis.

Nebraska Univ., Omaha.

Pub Date 7 May 71

Note—17p.; Paper presented at Midwestern Psychological Association convention, Detroit, Mich., May 6-8, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, *Individual Differences, Inhibition, Learning Motivation, *Moral Values, *Personality Assessment, *Socialization

Eysenck's theory that variations in resistance-to-temptation (i.e., RTT) behavior are contingent on 2 basic personality dimensions -- introversion-extroversion and neuroticism -- which produce differences in conditionability was evaluated in a punishment paradigm with adolescent boys. Measures of manifest anxiety, self-control, and internal-external control were also obtained for each subject. Correlations between introversion-extroversion and RTT were non-significant. Similarly, non-significant relationships emerged for neuroticism, self-control, manifest anxiety, internal-external control and RTT. However, ordinal position was found to be a significant factor indicating that socialization practices with individual children are a more valid predictor of moral conduct than various personality traits. (Author)

ED 056 325

CG 006 697

Burke, Miriam G.

On Becoming a Consultant.

Michigan State Univ., East Lansing.

Pub Date Apr 71

Note—8p.; Paper presented at American Personnel and Guidance Association Annual Convention (20th, Atlantic City, N.J., April 4-8, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consultants, *Consultation Programs, Counselor Role, Human Resources, *Interprofessional Relationship, *Professional Services, Role Conflict, *Role Perception

The author discursively shares her personal story in becoming a consultant, primarily to university-related care-givers. Consultation is defined as helping the consultee to maximize his potential in his work role by assisting him to more effective and efficient use of his own initiative, perception and resources. The author explains her innovative attempts to get a feeling for what a competent, effective consultant experiences. More than once, she mentions consultee resistance to real learning and insists that an accepting and trusting climate is crucial in consultative relationships. Being also a

psychotherapist, the author elaborates on the subtle but important reorientations which her role as consultant demanded. She proposes, for the consultant, that professional knowledge be used selectively and specifically to deal with the consultee's expressed needs. (TL)

ED 056 326

CG 006 698

Feldstein, Jerome H.

Effects of Uncertainty Reduction, Reward Value, and Variety on Children's Choice Behavior.

State Univ. of New York, Genesee.

Pub Date Apr 71

Note—13p.; Paper presented at Eastern Psychological Association annual meeting, New York, N.Y., April 15-17, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Children, *Learning, Learning Motivation, Motivation, *Reinforcement, *Rewards, *Teaching

Sixty-four 4th graders were subjects in this experiment which examined children's choice behavior under conditions of uncertainty. In the experimental condition, 2 rewards were offered, one of which was concealed by a question mark. In addition the question mark concealed one of 2 possible rewards, presented according to varied probability schedules. To the subjects, it was uncertain what was under the question mark. The control condition contained no such uncertainty, since the question marks were colored and associated with a specific, known reward. Findings indicate that children chose the question mark more frequently in the experimental condition than in the control condition. Other findings are also reported which suggest that the desire to reduce uncertainty is not the only variable operating, but that the value of the reward influences choice as well. The data points to the incentive properties of uncertainty reduction, or information, for children. Implications for learning are touched upon in the discussion. (TL)

ED 056 327

CG 006 700

Clay, Clifton M.

Problems of Cross-Over Teachers: An Opportunity for Creative Principals. A Research Report.

Texas Southern Univ., Houston.

Pub Date 19 Apr 71

Note—39p.; Paper presented at National Association of Elementary School Principals annual meeting, Cleveland, Ohio, April 17-22, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bicultural Schools, *Classroom Integration, Educational Problems, Faculty Integration, *Integration Effects, *Integration Studies, Race Relations, Racial Integration, *Teacher Integration

This report is concerned with 3 major problems. The answers to these problems were obtained from the results of 2 surveys. A. The two most serious problems faced by the cross-over teachers (teachers teaching children who differ racially from themselves) in the sample, in rank order, were: discipline and classroom control; and unfamiliarity with students' background, race and/or language. B. The two most pleasant experiences had by cross-over teachers were: personal relationships with staff (black and white); and having children respect the teacher in spite of parental attitudes (black and white). The 2 least pleasant experiences encountered by cross-over teachers were: being ignored (blacks) and discipline problems with little or no support (whites); and discipline problems with little or no support (blacks) and none (whites). C. The most frequently mentioned pointer for principals made by cross-over teachers was: treat faculty members, black and white, as well as students, black and white, the same (blacks); and provide more support with discipline problems (whites). Ten listings are given for each category. (Author/TA)

ED 056 328

CG 006 701

Solkoff, Norman

Race of Experimenter as a Variable in Research with Children.

State Univ. of New York, Buffalo.

Pub Date 71

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Children, *Elementary School Students, Examiners, Intellectual Experience, Performance, *Performance Factors, *Race, Racial Differences, *Teacher Characteristics, *Testing

The major aim of this study was to determine whether black and white children, ages 8-11, would differ in intellectual performance as a function of the race of the examiner. Two additional subgoals were: (1) to see the effect which the race of the examiner would have on the various subtest scores of the WISC; and (2) to find out if test anxiety scores would differ contingent on the race of the examiner. Four black and 4 white female high school graduates received extensive practical training in administering the WISC, and each then tested 14 black and 14 white children. The children all completed a test anxiety questionnaire prior to administration. Results show that, while the black children generally scored lower than whites, the predicted interaction between race of child and race of examiner was not obtained. In all instances, black examiners produced higher scores than whites. Finally, no significant main effects or interactions were found in relation to the anxiety measure. The findings are discussed. (TL)

ED 056 329

CG 006 702

Miller, Thomas V.

Simulation in Counselor Education.

Toledo Univ., Ohio.

Pub Date Apr 71

Note—8p.; Paper presented at American Personnel and Guidance Association Annual Convention (20th, Atlantic City, N.J., April 4-8, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counselor Educators, Counselors, *Counselor Training, *Innovation, Practicums, *Simulation

Simulation should be a principal feature of a counselor education program. Simulation is a controlled representation of a real situation. In a systematic counseling training program, emphasis is placed on the establishment of instructional objectives and the use of simulation experiences to reach these goals. Instructional objectives are prepared following Mager (1962) which include conditions, terminal behavior, and criteria. The levels of simulation of reading and listening, modeling, practice experiences and role playing, and supervised experience are used to develop each of these counselor skills. The use of simulation in a systematic training program is carefully planned and presented to the trainee as an instructional package for the mastery of a specified counselor skill. (Author)

ED 056 330

CG 006 704

DuCelle, Joseph Wolk, Stephen

The Limitations of the Interaction Hypothesis in

*Regard to Ability Grouping.

Temple Univ., Philadelphia, Pa.

Pub Date 71

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ability Grouping, Academic Ability, *Academic Achievement, *Achievement, Anxiety, Aptitude, *Aspiration, Catholics, Females, Grade Point Average, Low Ability Students, *Personality Assessment

The question of an interaction over time between ability grouping and personality variables was the focus of the present study which examined pertinent data from 260 female high school students. Two standardized personality instruments, in addition to several scales designed by the E's, were administered to students of the upper and lower ability tracks in a Catholic high school, grades 9 and 12. Ss in the lower track were found to have a lower need for achievement, a higher need to avoid failure, and a higher average score of test anxiety than Ss in the upper track. The effects of ability grouping did interact with grade level for a correlate of personality, level of aspiration. Relative to Ss in the upper track, lower track Ss experienced a reduction in level of aspiration over time. Both future directions of associated research and educational practices were discussed within the context of the present findings. (Author)

ED 056 331

CG 006 707

Herrell, James M.

Galatea in the Classroom: Student Expectations

Affect Teacher Behavior.

Pub Date Apr 71

Note—7p.; Reprint from Proceedings of 79th Annual Convention of the American Psychological Association, 1971, APA, Washington, D.C.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior, *Classroom Communication, Classroom Environment, College Students, Expectation, Performance, *Performance Factors, *Reactive Behavior, Student Behavior, *Student Teacher Relationship, *Teacher Behavior

A study is reported which is based on the assumption that a teacher's presentation may vary as a function of student set. A guest lecturer was presented to each of 2 introductory psychology classes, one of which had been told that the lecturer was a "cold" person, and the other that he was a "warm" person. The lectures were taped and rated to determine if the lecturer was influenced by these student expectations. Results support the hypothesis. The students expecting a cold teacher produced one, inasmuch as raters judged his lecture performance to be colder, more tense, and less competent at the end of the talk than at the beginning. Just the reverse was reported for the lecture performance to the students expecting a warm teacher. Some implications are suggested. (TL)

ED 056 332

CG 006 709

Levitin, Teresa

Women in the Occupational World.

Michigan Univ., Ann Arbor. Survey Research Center.

Pub Date Sep 71

Note—11p.; Paper presented at American Psychological Association Annual Convention (79th, Washington, D. C., September 3-7, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discriminatory Attitudes (Social), Employment, *Females, *Income, Jobs, Job Satisfaction, Labor Force, Salary Differentials, *Working Women

The purpose of this paper is to demonstrate that women do not receive occupational rewards commensurate with their achievement, rewards that are allocated to equally qualified men. The analysis of discrimination is directed toward 3 problems: (1) to what extent are women denied occupational rewards that, according to achievement ideology, they have legitimately earned; (2) what are the demographic and occupational distributions of reward inequalities among working women; and (3) to what extent are the researcher's objective measures of discrimination associated with reports of perceived discrimination. Data were obtained from a survey of American workers conducted by the Survey Research Center of the University of Michigan late in 1969. Results showed that the average working woman received \$3,458 less than her male counterpart. In regard to demographic and occupational variables that are related to severity of discrimination, it was found that the women who lost \$3,500 or more were the youngest (16-29 years old) and the oldest (55 years plus). (Author/RK)

ED 056 333

CG 006 710

Greenwald, Anthony G. Gillig, Paulette M.

A Cognitive Response Analysis of the "Sleeper Effect."

Ohio State Univ., Columbus.

Pub Date 4 Sep 71

Note—10p.; Paper presented at American Psychological Association Annual Convention (79th, Washington, D. C., September 3-7, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Communication Skills, Motivation Techniques, *Overt Response, *Persuasive Discourse, *Social Psychology, *Verbal Communication

This paper presented the cumulative knowledge that the authors gained about the "sleeper effect" during a series of 5 experiments. The "sleeper effect" is the improved effects of communication over time—after one has a chance to "sleep on it." From their experiments, the authors conclude that, at best, the "sleeper effect" is statistically an unreliable phenomenon. In addition, when presented with truism-opposing communication, relayed in short paragraph segments, subjects' reactions indicated that the low-credible source induced substantially more discounting (but not more counterarguing) than did the high-credible source. Also, the prior counterargument defense induced substantially more counterarguing (but not more discounting) than did the no-defense condition. A plausible hypothesis was revised to

read: audiences may be more susceptible to the effects of a similar communication from a new source when their response to an initial communication has been discounting rather than counterarguing. (TA)

ED 056 334

CG 006 711

Field, Timothy F.

The Effects of Sex and Status of Models on the Acquisition of Counseling Behaviors.

Pub Date Apr 71

Note—16p.; Paper presented at American Personnel and Guidance Association Convention, Atlantic City, N. J., April 4-8, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Counseling, Counseling Effectiveness, Counseling Goals, *Counselor Role, *Counselor Training, *Video Tape Recordings

This research investigated the effects of sex and status of models on the acquisition of counseling behaviors by beginning students in counseling. Video tape was employed in both the presentation of models to the subjects, and in obtaining the criterion measure. The specific counseling behaviors (modeling tape) were developed during the course of the research, and the criterion measure is reflective of those behaviors. The research task was to measure the imitation by subjects of counseling behaviors which were performed by models while varying the sex and status variables of the models. Results showed that the amount of behaviors acquired by the subjects was not significantly altered from exposure to modeling with respect to the status variable of the model. Similarly, the sex model variable made no significant difference in the amount of behaviors acquired by the subjects. (Author/RK)

ED 056 335

CG 006 713

Cowan, Gloria Moore, Loretta

Female Identity and Occupational Commitment.

Wayne State Univ., Detroit, Mich.

Pub Date Apr 71

Note—11p.; Paper presented at American Psychological Association Convention, Denver, Colo., April 2-4, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aspiration, *Career Planning, *Females, *Identification (Psychological), *Occupational Choice, Personality, Self Concept, Self Esteem, *Working Women

This study is concerned with the relationship between career orientation, choice of a predominantly masculine or feminine field, and feminine self-concept. It was predicted that career oriented women would see themselves as less feminine than noncareer oriented women and that women aspiring to predominantly male fields would see themselves as less feminine than women aspiring to predominantly female fields. A sample of 300 women completed and returned a questionnaire. The most striking finding was that women who aspire to male-dominated fields see themselves as less feminine than the traditionalists and also want to be less feminine than women oriented toward the more traditionally female fields. There were some trends in the data to indicate that women who are not career oriented show more discrepancy between the real and ideal feminine self concept. In general, on the female valued items, women would like to be more feminine than they believe themselves to be and on the male valued items, they would like to be more masculine than they believe themselves to be. (RK)

ED 056 336

CG 006 716

Cain, Leila S.

Stress in Visualized Threatening Situations.

Rhode Island Univ., Kingston.

Pub Date Apr 71

Note—14p.; Paper presented at Eastern Psychological Association annual meeting, New York, N. Y., April 15-17, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adjustment (to Environment), *Anxiety, Emotional Adjustment, Personal Adjustment, Psychological Patterns, *Self Concept, Social Adjustment

Threat and coping ability were inversely related for 20 high and low anxiety subjects. Low formulated longer free responses, but fewer were realistic. Ego-threatening situations increased attention and cue utilization for both groups. Highs had more stereotyped self-images, but sought less "reassurance" from their immediate family than lows. (Author)

ED 056 337

CG 006 717

Taylor, Dalmis A.
Self-Disclosure in Isolated Groups.
Maryland Univ., College Park.
Pub Date Apr 71

Note—32p.; Paper presented at Eastern Psychological Association meetings, New York, N.Y. April 15-17, 1971.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Behavior Patterns, *Military Personnel, *Sensor Deprivation, *Social Behavior

Identifiers—Self Disclosure Behavior
Analyses of self-disclosure behavior under multiple conditions of social isolation and confinement replicated earlier findings and generally confirmed hypotheses derived from social penetration theory. Major findings link self-disclosure to environmental parameters and interpersonal friction. In the Privacy without Stimulation condition, Ss possibly attempted to cope with this austerity by engaging in verbal exchanges which, doubtlessly, decreased social distance between pair-members and resulted in greater disclosure breadth at high intimacy levels. Stimulation in the No-Privacy groups probably mediated verbal exchanges by reminding Ss of past experiences. However, the especially close interaction forced by the No-Privacy manipulation tended to encourage guardedness; while groups in Privacy with Stimulation exhibited the least amount of disclosure due to being physically separated, especially those under Long Mission Expectations. Findings have broad implication for exchange theories and can be useful in training men to adapt to isolated and confined situations. (Author)

ED 056 338

CG 006 723

Smith, H. W.
Interaction Process in Small Groups of Varied Ages.

Missouri Univ., St. Louis.
Pub Date 71

Note—12p.; Paper presented at American Sociological Association convention, Denver, Colo., August 30 - September 2, 1971.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age Differences, Child Development, Developmental Psychology, Group Dynamics, Individual Development, *Interaction, Interaction Process Analysis, Maturation, *Physical Development, *Social Development, Socialization, Social Maturity, *Social Psychology

Data are presented which show: (1) that differences between adult and child psyches have important implications for age-stratified interaction process; and (2) that adult-child interactional differences cannot be solely attributable to genetic or psychological differences but that they are in part due to social factors. The data are based on like-aged, like-sexed groups of 4, 5, 6, 8, 10, 13, 16, and 20 year olds which are comparable with regard to personal and social characteristics, group size and number of sessions met. Behavioral stratification at various age levels was analyzed on the basis of: (1) who-speaks-to-whom data; (2) power and status distribution; and (3) the direction of interaction. Results suggest that, contrary to what is usually thought, child-adult qualitative interaction differences are more directly attacked through quantitative comparisons. Certain of the data suggests that, while physical maturation may be slow enough to hinder the child's complete attainment of adult interpersonal styles, children may also lack adult interaction structure due to poor, or incomplete, socialization. (TL)

ED 056 339

CG 006 725

Anderson, William F. Bosworth, Dorothy
Occupational Values, Social Classes and School Communities.

Alfred Univ., N.Y.; Syracuse Univ., N.Y.
Pub Date Apr 71

Note—9p.; Paper presented at American Personnel and Guidance Association convention, Atlantic City, N.J., April 4-8, 1971.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Planning, Job Satisfaction, *Occupational Aspiration, *Occupational Information, Salaries, Secondary School Students, Security, *Social Class, Values, Vocational Development, Work Attitudes

This paper is concerned with the ordering of occupational values for students of different so-

cial classes who attend schools with considerable social class distributions. The attempt was to add information about occupational values by providing data about the values held by secondary school age students of 2 school districts, each of which had the same social classes (with the exception of the upper class) but differed significantly in the proportion belonging to the same class. Findings include that in school A, the relatively well to do area, (1) all 6 social classes ranked interesting work as being most important, (2) 4 of the 6 classes ranked security 2nd; the other 2 ranked it 3rd, and (3) independence, benefits, and prestige were ranked as relatively unimportant values. In school B, similar results were evident: (1) 4 of the 5 social classes ranked interesting work first and salary 2nd; the lowest social class reversed the ordering of these 2 values; and (2) the value placed upon independence, prestige, and benefits was consistently low. (TA)

ED 056 340

CG 006 726

Fine, Marvin J.
The Evaluation of School Psychological Services.
Kansas Univ., Lawrence. School of Education.
Pub Date [70]

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation Techniques, *Models, Program Effectiveness, *Program Evaluation, *Psychological Services, Schools, *Systems Approach

There is a definite need to establish a framework and a set of procedures for evaluating school psychological services. Studies reported to date tend to be fairly molecular and difficult to relate to program changes. The model proposed, a model of system evaluation, has the advantage of looking at the "Gestalt," of concerning itself with ways in which the numerous interrelated goals tie in with all facets of the organization. In presenting a preliminary model, the author defines 4 basic dimensions for consideration: (1) the influencers of the basic program goals; (2) the basic program goals; (3) the program components; and (4) the outcomes. He briefly outlines each dimension, observing that the value of the model lies in its recognition and utilization of the complex interaction among these several dimensions. (TA)

ED 056 341

CG 006 727

Tosi, Henry L.
The Effect of the Interaction of Leader Behavior and Subordinate Authoritarianism.

Pub Date [70]

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Authoritarianism, *Employer Employee Relationship, *Job Satisfaction, *Leadership Styles, Role Conflict, Work Attitudes, *Work Environment

This research examined one aspect of leader behavior and a personality characteristic of the subordinate, i.e., authoritarianism and how it relates to the attitudes and performance of the subordinate. It was generally hypothesized that participation, job satisfaction, and effectiveness would be higher and role conflict and role ambiguity would be lower under conditions in which tolerance for freedom exhibited by the boss was compatible with the degree of authoritarianism of the subordinate. Findings include the following: (1) congruency was found to be important in only one case; (2) where a high authoritarian subordinate reported working for a supervisor who was low in tolerance for freedom, the level of perceived subordinate influence over the job was highest; (3) the high authoritarian subordinate felt he had more opportunity to influence his work situation when he worked for a more directive boss, and the level of job satisfaction was highest; and (4) the most satisfying superior-subordinate pairing was one in which the subordinate was authoritarian and worked for a directive boss. (Author/TA)

ED 056 342

CG 006 728

Schlenker, Barry R. And Others
Subjective Probability of Receiving Harm as a Function of Attraction and Harm Delivered.

State Univ. of New York, Albany.
Pub Date Sep 71

Note—10p.; Paper presented at American Psychological Association Annual Convention (79th, Washington, D.C., September 3-7, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Expectation, *Experimental Psychology, Interpersonal Relationship, *Perception Tests, Probability, Reinforcers, *Social Attitudes, *Social Influences, *Social Psychology, Social Reinforcement, Stimulus Behavior

It was hypothesized that subjects who liked a source of potential harm would estimate the probability of receiving harm mediated by him as lower than would subjects who disliked the source. To test the hypothesis, subjects were asked to estimate the probability that a liked or disliked confederate would deliver an electric shock on each of 10 trials. Subjects received shocks one, 5, or 9 times. An interaction between attraction and actual shock probability was found on probability estimations. Subjects in the negative attraction-90% probability condition estimated higher shock probabilities than did subjects in either the negative attraction-10% or positive attraction-90% conditions. Only when the subjects could make an attribution of malevolent intentions by receiving consistent punishment from a disliked harm-doer did subjective probability estimates rise above 50%. Subsequent liking for the confederate was determined by initial liking and was inversely related to the number of shocks received. The more often the confederate delivered shocks, the more active and the more potent he was perceived to be. (Author)

ED 056 343

CG 006 729

Helm, Bob And Others
Counter-Aggression as a Function of Physical Aggression: Reciprocity for Harm Done.

State Univ. of New York, Albany.

Spons Agency—National Academy of Sciences - National Research Council, Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date Sep 71

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aggression, *Experimental Psychology, *Psychological Studies, *Reactive Behavior, *Social Influences, *Social Psychology, Stimulus Behavior

Sixty males received either one, 5, or 9 electric shocks of varying magnitude from a confederate during a 10-trial probability estimation task. Following initial trials, subject and confederate reversed roles, and subjects were permitted equal opportunity to counter-aggress against the confederate. One-half the subjects had been forewarned of role reversal, while the remainder had not. Results indicated that frequency of reciprocated shock (counter-aggression) was a direct and linear function of frequency of initial aggression delivered. Also, the low-frequency aggressor was over-punished and the high-frequency aggressor under-punished, demonstrating a curious but apparently reliable phenomenon consistent with the Berkowitz and Daniels' studies (1964). Post-impressions of the confederate indicated that frequent aggressors were perceived as less attractive and esteemed than infrequent aggressors, yet as more active and potent. (Author/TA)

ED 056 344

CG 006 743

Schae, K. Warner
Generational vs. Ontogenetic Components of Change: A Second Follow-up.

West Virginia Univ., Morgantown.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 4 Sep 71

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Development, *Adults, Age, *Age Differences, Individual Development, Middle Aged, Older Adults, *Personality Development, Social Factors, *Sociocultural Patterns

The basic issue underlying this research is whether or not adult personality structures change after maturity is reached. Problems involved in the longitudinal study of psychological variables are discussed and 2 feasible designs applied in an effort to differentiate the effects of chronological age, secular trends, generation differences, as well as the effects of repeated measurement upon selected personality variables for adults ranging in mean age from 25-81 years. The first involves performance-task measures of personality style, psychomotor speed and motor-cognitive rigidity, while the second involves question-

naire responses concerning personality traits, personality-perceptual rigidity and social responsibility. All measures show significant age differences which are interpreted as generational differences. While the data is consistent with a stability model of adult personality, many interesting phenomena are suggested for the developmentalist. The author concludes that, although adult personality structure doesn't change, the sociocultural impact upon successive generations leads to clearly observable age differences in personality at any single historical point. (Author/TL)

ED 056 345 CG 006 752

Budzik, Jerome M. Anderson, Mary L.
Humanism: The Counselor's Role. As a Change Agent.

Michigan Univ., Ann Arbor.

Pub Date [71]

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Change Agents, *Consultants, *Counselor Functions, *Counselor Role, *Educational Innovation, *Humanism, *Teaching Styles

This paper suggests that educators must move from controlling, custodial teaching methods to flexible, humanistic methods if they are to successfully meet the individual needs of today's youth. The counseling staff is suggested as a natural change agent team to facilitate and influence humanistic changes with teachers, as well as serving as initiators and supporters of alternate programs for young people. Some suggestions would have counselors: (1) serving as consultants to administrators; (2) urging administrators to provide paraprofessional help; (3) working in crisis intervention; and (4) providing assistance in supportive programs designed to improve a young person's skill in basic areas so that he can succeed in the school environment. The authors further suggest that counselors actively involve themselves in broad system programmatic changes which include providing homebound services for emotionally ill young people, staff in-service activities to encourage humanism, and communicating information through the media of the community, i.e., newspaper, radio, PTA, and other groups. Specific recommendations for how these ideas can be implemented are provided. (Author)

ED 056 346 CG 006 764

Riegel, Klaus F. Riegel, Ruth M.

Development, Drop, and Death.

Michigan Univ., Ann Arbor.

Pub Date [71]

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age, *Age Differences, Age Groups, Developmental Psychology, Human Development, *Individual Development, *Intellectual Development, *Older Adults, *Performance, *Performance Factors

Inadequacies in most life-span developmental studies are emphasized. A typical cross-sectional comparison of a sample of older adults' performances on a battery of measures revealed that non-surviving subjects and those who refused to be retested 5 and 10 years later scored consistently below retestees. These results point to a heterogeneity in the aging population and to biases in the sampling process, and suggest the need to define the population more specifically. Analysis of scores by going backwards in age starting with the time of death suggests the occurrence of lower limits in performance. Decline with age is attributed to a sudden drop in performance occurring within 5 years prior to subjects' deaths (terminal drop). Throughout adulthood, performances of long-term survivors are unchanged. The decline with age usually observed is attributed to the increasing number of subjects exhibiting terminal drops. The authors conclude that such psychological data, which indicate changing conditions of the biological organism, must be analyzed with regard to changing societal conditions. (TL)

ED 056 347 08 CG 006 765

Kerckhoff, Alan C.

Educational, Familial, and Peer Group Influences on Occupational Achievement. Final Report.

Duke Univ., Durham, N.C.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-8-0053

Pub Date Aug 71

Grant—OEG-3-8-08-0053-0057(085)
Note—282p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Age Differences, *Family Influence, *Mothers, *Occupational Aspiration, *Occupational Choice, *Parent Child Relationship, *Racial Factors, *Social Differences, *Socialization, *Sociocultural Patterns, *Socioeconomic Status

Numerous variables and their myriad interrelationships are acknowledged to account for the process by which a boy becomes socialized and ultimately finds his occupational position in the stratification system. This research report seeks to put together this set of links into a coherent model of the process. Four cohorts of Fort Wayne, Indiana Community School males comprised the research population: (1) graduates; (2) seniors; (3) 9th graders; and (4) 6th graders. The analysis focuses on factors associated with levels of educational and occupational expectations of the in-school cohorts and attainments of the graduates. Explanatory variables considered are: (1) social status; (2) IQ; (3) school performance; (4) personality factors; (5) parental influence; and (6) peer associations. Findings indicate that, while as much as one-half of the variance of the dependent variables can be explained on the basis of the independent variables, there are wide differences found among age cohorts and between blacks and whites. (Author/TL)

ED 056 348 24 CG 006 766

Clifford, Margaret M.

The Effect of Physical Attractiveness on Teacher Expectation. Final Report.

Iowa Univ., Iowa City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-0430

Pub Date Jul 71

Grant—OEG-6-70-0043(508)

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Students, *Individual Characteristics, *Intellectual Development, *Physical Characteristics, *Student Teacher Relationship, *Teacher Attitudes, *Teacher Behavior

In the study reported here, teachers were given a 5th grade student's report card to which was attached a photo of either an attractive boy, an unattractive boy, an attractive girl, or an unattractive girl. Teachers completed an opinion sheet indicating their best estimate of: (1) the child's IQ; (2) his peer relationships; (3) the parents' interest in the child's academic achievements; and (4) the student's potential educational attainments. Results show that, on all 4 dependent measures, teacher expectations are significantly higher for the attractive child than for the unattractive child. In the concluding discussion, the author presents some implications of her findings and suggests to teachers that they make a conscious effort to compensate for this "natural" bias against less attractive children. (Author/TL)

ED 056 349 24 CG 006 767

Greifer, Julian L.

Factors Influencing the Post-High School Plans of Black and White Pupils. Final Report.

Lincoln Univ., Pa.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-9-B-159

Pub Date 15 Jun 71

Grant—OEG-2-700015(509)

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Planning, Guidance Counseling, *Guidance Programs, *Negro Students, *Racial Attitudes, *Racial Differences, *Secondary School Counselors, *Secondary School Students, *Student Attitudes, *Student Needs

The increasing need of black high school students for guidance and career counseling prompted this research. Seven hundred eighty-four members of the Coatesville (Pennsylvania) graduating classes of 1969 and 1970, of whom 20% were black, returned useable questionnaires for analysis. Five major concerns were explored: (1) how black and white pupils compare as to post high school plans and the role they attribute to outside influences; (2) whether counselors are fulfilling their responsibilities to black students; (3) the part that race plays in the counseling

process; (4) the effects of social distance; and (5) the attitudes the 2 groups have toward guidance. Few significant differences are reported, although black males realized their educational aspirations less frequently and felt that there were more barriers to the attainment of their post-high school plans. Also, while blatant racism did not characterize the school climate, blacks did feel that their needs were insufficiently considered. A number of broad recommendations for the school guidance program are offered. Appended are some materials used in the project. (TL)

ED 056 350 24 CG 006 768

Clifford, Margaret M.

Children's Perception of Their Academic Ability and Achievement Accountability. Final Report.

Iowa Univ., Iowa City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-0430

Pub Date Jul 71

Grant—OEG-6-70-0043(508)

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Academic Performance, *Elementary School Students, *Individual Power, *Performance, *Performance Factors, *Self Concept, *Self Evaluation

The introductory discussion focuses on research which shows relationships between self-perception and school performance, and emphasizes especially a locus of control measure scale developed to assess children's belief in internal vs. external control in academic situations exclusively. Internality is seen as constituting a motivational influence upon achievement performance. In this study, conducted with 99 4th, 5th and 6th graders, the author examined relationships between internality and performance on spelling, vocabulary and math tests in which subjects determined the levels of difficulty at which they worked. Correlation was controlled for IQ and achievement. At each grade level, internality showed a significant positive correlation with performance. For boys, this relationship was stronger than that found between performance and IQ, while for girls IQ correlated more highly with performance than did internality. (Author/TL)

ED 056 351 24 CG 006 769

Gordon, Edmund W.

1970 APGA Research Training Program. Final Report.

American Personnel and Guidance Association, Washington, D.C.; Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-0-0184

Pub Date Jun 71

Grant—OEG-0-70-2854(520)

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counselor Educators, *Counselor Training, *Educational Improvement, *Guidance Personnel, *Program Effectiveness, *Program Improvement, *Research, *Research Methodology, *Research Skills, *Research Utilization

This report describes the initial planning, participant selection, and participant evaluation of 5 1970 American Personnel and Guidance Association (APGA) Research Training Sessions. All were designed specifically to improve the quality of research skills and competencies of trained counselor educators. The 5 sessions, each 5 days long, were entitled: (1) Computer Technology in Guidance; (2) Systems Research for Counselors, Counselor Educators and Supervisors; (3) Utilizing Research to Improve Counseling Programs; (4) Field Oriented Research in Ecological Studies and Development Models for Counselors, Counselor-Educators, and Supervisors; and (5) Problems of Research Supervision and Consultation. A fairly comprehensive description of each training session is provided which includes: (1) purposes and objectives; (2) schedule; (3) demographic and other participant data; (4) instructional materials; (5) a summary of participants' evaluations of the program; and (6) evaluation by the session director. (TL)

ED 056 352 24 CG 006 770

Valine, Warren J.
Focused Feedback With Video Tape As An Aid In Counseling Underachieving College Freshmen.
 Final Report.

Georgia Southwestern Coll., Americus, Ga.
 Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-0-D-004

Pub Date Jul 70

Grant—OEG-4-70-0008(057)

Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling, *Counseling Effectiveness, *Feedback, *Group Counseling, Groups, *Video Tape Recordings

This study examines the relative effectiveness of 3 group counseling techniques and a control group in counseling with underachieving college freshmen. The effectiveness of each method was determined through comparison of grade point averages (GPA) as well as by pre- and post-test scores on selected self concept variables of the Tennessee Self Concept Scale and the Edwards Personal Preference Schedule. Seventy-three students were randomly placed in one of the 4 groups: (1) Immediate Feedback via videotape; (2) Delayed Feedback via videotape; (3) Non Video; and (4) control. Results reveal no significant differences either on GPA or on measured self concept variables with one exception. Participant responses on a Student Evaluation Questionnaire, however, were generally favorable to the use of videotape in group counseling. Suggestions for further research are made. (TL)

ED 056 353 24 CG 006 771

Clifford, Margaret M.
High and Low Classroom Norms as Performance Goals. Final Report.

Iowa Univ., Iowa City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-0430

Pub Date Jul 71

Grant—OEG-6-70-0043(508)

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, *Elementary School Students, *Motivation, Motivation Techniques, *Peer Groups, *Performance Factors, *Social Factors, *Task Performance

The possible advantages and disadvantages of using local or national educational achievement norms as standards for classroom performance are weighed against the more common situation wherein students are involved in face-to-face competition with their classroom peers. This introductory discussion concludes that the motivational value of "average scores" as goals may be inversely related to: (1) the discrepancy between these scores and participants' abilities; and (2) the dissimilarity between those subjects used in establishing norms and those for whom those norms are used as criteria for performance. The experiment reported herein tries to control for these relationships as it examines the effects of using high and low norms as standards for 8 classes of 5th graders on a 10-day vocabulary task, where norms were said to have been established by similar 5th grade classes. Results show the use of norms to be ineffective in influencing performance. Further, the speculation is supported that social relevance and relative difficulty are 2 major factors which do influence the effectiveness of academic goals. (TL)

ED 056 354 24 CG 006 772

Barratt, Ernest S.
Impulse Control and Anxiety Related to School Adjustment and Academic Achievement among High School Males. Final Report: Office of Education Project S-484.

Texas Univ., Galveston. Medical Branch.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-8437

Pub Date 13 Apr 71

Note—155p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, *Anxiety, Behavior Problems, Behavior Rating Scales, *Discipline Problems, *High School Students, Prediction, *Predictive Measurement, Self Control

The author attempts to determine the value of psychometric measures of impulsiveness and anxiety for predicting potential disciplinary problems among high school males. A secondary purpose is to relate these personality factors to academic achievement. Approximately 320 sophomores were administered a psychometric battery which included: (1) an impulsiveness scale; (2) the Rotter Incomplete Sentences Blank; (3) a culture-fair intelligence test; (4) a temperament survey; (5) a capacity test; (6) a survey of study habits; (7) an adjective check list; and (8) an anxiety scale. Criterion measures utilized were grades in selected courses, conduct scores, number of behavioral infractions, and drop-out information. Comprehensive and varied data analyses were undertaken both for answers to specific questions and for exploration of other possible relationships. The most significant findings indicate: (1) a low but significant correlation of anxiety with impulsiveness; (2) a relationship of both to study habits; (3) a positive relationship between high impulsiveness and behavioral infractions and dropping out; and (4) no significant relationship between the ratio of impulsiveness to anxiety and academic achievement when other factors are partialled out. (TL)

ED 056 355 24 CG 006 773

Clifford, Margaret M.
Tools and Motivational Effects in the Elementary School Part I: Effect of Competition on Performance, Interest, and Retention with the Use of a Fifth-Grade Vocabulary-Learning Task. Final Report.

Iowa Univ., Iowa City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-0430

Pub Date Jul 71

Grant—OEG-6-70-0043(508)

Note—99p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, Cognitive Ability, Cognitive Development, *Elementary School Students, *Interest Research, Learning Processes, *Motivation, Motivation Techniques, *Performance Factors, Positive Reinforcement, *Retention, Rewards, Task Performance

A study is reported in which the effects of 2 competitive treatments on mean classroom performance, interest and retention were examined with the use of a 10-day vocabulary-learning task. Sixty-six 5th grade classrooms were randomly assigned to one of 3 conditions: (1) control; (2) competition with reward; and (3) competition in a game setting. The results indicate that, contrary to prediction, neither performance nor retention was increased under the competitive treatments. However, interest was found to be significantly higher in these treatments than in the control. Finally, and according to prediction, little variability was found between the effects of the 2 competitive conditions on the 3 dependent variables. A model relating task-complexity and motivation to increased performance is proposed and discussed. Several related areas of educational research are suggested, all of which concern aspects of cognitive and affective motivation. (Author/TL)

ED 056 356 CG 006 774

Johnson, Clara L.
Adolescent Pregnancy and Poverty: Implications for Social Policy.

Georgia Univ., Athens. Regional Inst. of Social Welfare Research.

Pub Date Aug 71

Note—12p.; Paper presented at annual meetings of The Society for the Study of Social Problems, Denver, Colo., August 28-29, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, *Behavioral Science Research, Females, Illegitimate Births, *Pregnancy, *Social Problems, *Unwed Mothers

Adolescent pregnancy is examined from 2 viewpoints: (1) the marital status of young adolescent girls who become mothers at a too young age is less relevant to the social problem of adolescent pregnancy than the attendant adverse effects, i.e., adolescent pregnancy, per se, rather than illegitimacy is the social problem; and (2) too early marriage and/or child rearing predispose young girls to disadvantages which are directly related to poverty conditions. Data from

Vital Statistics Reports and from empirical studies are utilized to establish similarities between married and unwed teenage girls with respect to fertility patterns, socioeconomic level, and access to life's choices. The presumed relationship between too early marriage and/or child rearing and the incidence of poverty is noted from the standpoint of (a) decreased time and energy and/or lack of opportunity for continued educational pursuits, (b) low income level, and (c) excess fertility. The "high risks" of pregnancy and childbearing to young girls and their infants is also considered. These major conclusions are drawn: (1) in relation to poverty, the timing of the first birth may be of greater strategic importance than the ultimate size of the family; and (2) adolescent pregnancy is far less a moral problem than it is a socioeconomic and health problem. (Author)

ED 056 357 CG 006 775

Doverspike, James E.
STAR System.
 Akron Univ., Ohio.

Pub Date [71]

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, Childhood Needs, Child Psychology, *Developmental Guidance, *Elementary School Counseling, *Elementary School Guidance, Guidance Objectives, *Guidance Programs

The STAR System is a developmental guidance approach to be used with elementary school children in the 5th or 6th grades. Two basic purposes underlie STAR: to increase learning potential and to enhance personal growth and development. STAR refers to 4 basic skills: sensory, thinking, adapting, and revising. Major components of the 4 skills are: (1) Sensing—observation and listening; (2) Thinking—goal setting, planning, weighing and choosing; (3) Adapting—try out, examination and judgment; and (4) Revising—re-reading and comparing. Elements related to the use of STAR which are now under study include: group size, co-leadership, age level, materials and methods to be used and number of sessions required. (Author)

ED 056 358 CG 006 806

Brown, Bert R. And Others
The Effects of Another's Dependency and Expectations of Meeting With Him on the Reduction of Face-Saving Behavior.

Cornell Univ., Ithaca, N.Y.

Spons Agency—State Univ. of New York, Ithaca.

School of Industrial and Labor Relations at Cornell Univ.

Pub Date Apr 71

Note—14p.

Available from—Bert R. Brown, 386 Ives Hall, Cornell Univ., Ithaca, N.Y. 14850

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, Behavior Patterns, *Experimental Psychology, *Psychological Studies, *Reactive Behavior, *Task Performance

Identifiers—Face saving
 A 2x2 factorial experiment was conducted to determine the effects of 2 interventions designed to reduce face-saving in a situation which normally produces such behavior. Face-saving, defined as sacrificing tangible (monetary) rewards to avoid public embarrassment, was measured by the length of time subjects publicly performed an embarrassing task. Subjects' payoffs increased the longer they performed. It was hypothesized that face-saving would be reduced when (1) subjects believed that another was dependent on them for his outcome; and (2) subjects expected to encounter the other afterwards. Two significant main effects confirmed the hypotheses. The results were interpreted in terms of: (1) guilt aroused by failing to help a dependent other; and (2) comparison with another who has demonstrated fortitude in performing a similar task. (Author)

ED 056 359 CG 006 815

Prytulak, Susan Pepper
Determinants of Disagreement in Personality Descriptions.

University of Western Ontario, London. Dept. of Psychology.

Report No—R-Bull-195

Pub Date Jun 71

Note—13p.; Paper presented at Canadian Psychological Association convention, St. Johns, Newfoundland, June 3-5, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior, *Behavior Standards, *Individual Differences, *Perception, Performance Factors, *Reactive Behavior, Standards, Stimuli, *Stimulus Behavior

The description of, or formation of impressions about, persons are viewed as being dependent on situational context and the standard or reference point to which the persons are compared. A study is described in which different subject groups compared a target's score on a "cautiousness-boldness" or a "relaxation-alertness" test with either a single reference point or with 2 divergent reference points. It was hypothesized that the relative amount of disagreement observed among subjects judging a target against 2 reference points could be predicted from 2 single reference-point descriptions of the target. Results support the hypothesis leading the author to conclude that one reason why judges form different impressions of the same target is that they are responding to different aspects of the stimulus situation. (TL)

ED 056 360 24 CG 006 830

Haney, Joanne D. Hager

A Comparison of Socioeconomic Status, Verbal Ability, Grade Level, and Sex in the Performance of Piagetian-Type Tasks. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-O-C-069

Pub Date Sep 71

Contract—OEC-3-71-0123

Note—127p.

EDRS Price MF-\$0.65 HC-\$5.58

Descriptors—*Child Development, *Cognitive Development, Cognitive Measurement, Conservation (Concept), *Intellectual Development, Performance Factors, Sex Differences, *Socioeconomic Status, *Verbal Ability, Verbal Development

The purposes of this study include: (1) determining whether socioeconomic status (SES) or verbal ability (VA) exerts greater influence on children's performance of Piagetian tasks; (2) devising an instrument for measuring children's level of cognitive development which does not depend on verbal ability alone; and (3) adapting materials for teacher use in assessing children's level of intellectual development. The sample was comprised of 160 low and middle SES subjects (K-4) matched for upper and lower VA, to each of whom was administered a battery of Piagetian tasks. Results indicate SES to be a negligible variable, while VA has much stronger discriminative power. Main effects for grade and verbal ability were found for all but one task, though no main effects or higher order interactions were found in connection with sex. The findings support the Piagetian position that culture, schooling, and language have only a limited effect on intellectual development. (Author/TL)

ED 056 361 24 CG 006 831

Falkenberg, Philippe R.

The Influence of Contextual Change on Remembering in Short-Term Memory. Final Report.

Wake Forest Univ., Winston Salem, N.C.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-O-C-045

Pub Date Aug 71

Grant—OEG-3-70-0032(509)

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Experimental Psychology, *Learning, Learning Processes, *Memorizing, *Psychological Studies, *Recall (Psychological), *Retention Studies

If the contextual similarity between learning and recall within a single trial in a short-term memory (STM) paradigm is varied, recall varies proportionately. This context effect was demonstrated using variations of the Peterson-Peterson (1959) paradigm for both aurally and visually presented material, verbal and arithmetic context, and within and between Ss designs. Experiments were conducted to discover whether the context effect was due to differential ability to rehearse in the recall interval, differing intertrial intervals, and different amounts of activity on the Ss part

during a trial. None of these hypotheses was supported by the data. An experiment was conducted to find out if proactive interference was the cause of the context effect, and this also turned out negative. An explanation of the effect on the basis of stimulus generalization is proposed. (Author)

ED 056 362 24 CG 006 832

Kahn, Arnold

Conditions Leading to the Use of Retaliation. Final Report.

Iowa State Univ. of Science and Technology, Ames.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-O-F-019

Pub Date Aug 71

Grant—OEG-6-70-0017(509)

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Experimental Psychology, *Interpersonal Relationship, Motivation, *Reactive Behavior, *Reinforcement, *Rewards, Stimulus Behavior

Three separate laboratory studies were conducted to determine the conditions under which a person reciprocates a past favor and retaliates a past harm. The first study utilized the framework of equity theory (Adams, 1965) and predicted that when faced with inequity due to the generosity or stinginess of another, one means of reducing the inequity would be to reciprocate the other's generosity or retaliate his stinginess. It was concluded that people will reciprocate a favor and retaliate harm, but prefer situations in which reciprocation and retaliation are not needed. The 2nd and 3rd studies focused on the joint effects of the intentions and the actual behavior of helper (O) on the reciprocation and retaliation of person (P). The results showed reciprocation to be based solely on O's actual behavior, with no effect at all for O's intent. The 3rd study was carried out to test the reactance theory interpretation of the failure of O's intentions to be reciprocated. The findings showed that both O's intent and the outcome of O's actual behavior were determinants of reciprocity, but that intent and behavior do not summate into a total level of reciprocity. (Author/TA)

ED 056 363 24 CG 006 833

Utech, Myron R.

Student Attitudes: A Study in Alienation. Final Report.

Alma Coll., Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-O-E-134

Pub Date Jun 71

Grant—OEG-5-70-0044(509)

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavior, *College Students, *Student Alienation, *Student Attitudes, *Student Behavior, Student Needs

The research project was a panel, comparative and cross-sectional study of the attitudes of students toward other students, faculty members and administration of a small liberal arts college. Students from a large state university and a medium-sized Catholic university were used as comparison groups. The survey measured the student's definitions of his college experience within the context of 4 alienation variables: meaninglessness, powerlessness, normlessness, and social isolation. The results showed that freshmen come to college with low levels of alienation and by mid-year the levels increase to the extent that they match the other classes. Inter-school comparisons showed that despite some differences in the magnitude of levels of alienation, students at the 3 schools also shared common attitudes toward college experience. It was concluded that despite some variations in magnitude of alienation between subsamples of students at a small liberal arts college and some variations in magnitudes of alienation at the 3 schools, students share, to a high degree, common alienated attitudes. (Author/RK)

ED 056 364 CG 400 046

Waltz, Garry, Ed. And Others

Impact: The Magazine for Innovation and Change in Counseling. Fall 1971.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Michigan Univ., Ann Arbor; Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Oct 71

Contract—OEC-3-6-002487-1579(010)

Note—64p.

Available from—Impact, P. O. Box 635, Ann Arbor, Mich. 48107 (\$6.00 per yearly subscription, \$1.75 per single issue—make checks payable to the Univ. of Mich.)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Planning, *Interviews, *Literature Reviews, *Occupational Guidance, *Periodicals, Publications

The first issue of this new quarterly magazine presents, as its central feature, an interview with Eli Ginzberg on career guidance, coupled with a section of reactions to this interview. Other sections elaborate on the "career guidance" theme, and present adoptable practices as well as an instrument for rating a career guidance program. Included in the issue are also comments on the White House Conferences (by some who attended) and implications for counselors, how counselors view their image, and a number of departments which attempt to bring a variety of information to the counselor in terms which are both readable and practical. (CJ)

EA

ED 056 365 EA 003 732

Improving School Community Relations.

Canadian Education Association, Toronto (Ontario).

Pub Date Mar 71

Note—37p.

Available from—Canadian Education Association, 252 Bloor Street, W., Toronto 5, Ontario (Canada) (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Board of Education Role, Citizen Participation, *Information Dissemination, News Letters, *News Media, Parent Participation, Principals, *Public Relations, *School Community Relationship, School Publications

Identifiers—Canada

This booklet provides a broad outline of some major aspects of a school community relations program. The report attempts to stimulate greater awareness among school officials, trustees, and others of the potential scope of such programs; and to encourage more school boards to initiate activities designed to bring the schools into closer rapport with the communities they serve. Major topics cover (1) the roles of the board, the information officer, and the principal in school community relations; (2) relations with the media; (3) community participation in school affairs; and (4) board publications. (Author/JF)

ED 056 366 EA 003 741

Hudgins, H. C., Jr.

The Warren Court and the Public Schools. An Analysis of Landmark Supreme Court Decisions.

Pub Date 70

Note—178p.

Available from—The Interstate Printers & Publishers, Inc., Danville, Illinois 61832 (Order No. 1171, \$4.95, less educational discounts)

Document Not Available from EDRS.

Descriptors—*Academic Freedom, Court Cases, *Court Doctrine, Equal Protection, *Integration Litigation, Religious Factors, School Integration, School Segregation, *State Church Separation, *Supreme Court Litigation, Supreme Courts

Identifiers—Warren Court

This book offers a coordinated coverage of decisions relating to education rendered by the U.S. Supreme Court during the tenure of Chief Justice Earl Warren. Each case related to a particular topic is analyzed, and the case findings on the more specific aspects of the issues involved are coordinated. Issues covered are religion, segregation, and academic freedom. A table of cases and a selected bibliography are provided. (Author/JF)

ED 056 367 EA 003 743

Johnson, Dale A. Weiss Donald J.

Middle Management Decision Making and Job Satisfaction. The Relationship Between Participation in Decision Making, Personality Characteristics, and Job Satisfaction of Building Principals.

Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc., Minneapolis, Minn.

Pub Date 71

Note—63p.

Available from—The Interstate Printers & Publishers, Inc., Danville, Illinois 61832 (Order No. 1369, \$1.25, less educational discounts)

Document Not Available from EDRS.

Descriptors—Collective Negotiation, *Decision Making, Educational Research, Elementary Schools, *Job Satisfaction, *Participant Satisfaction, *Personality Theories, *Principals, Secondary Schools, Teacher Administrator Relationship

This booklet reports the results of two studies of building principals that attempted to determine the extent to which the relationship between participation in decisionmaking and satisfaction would be affected by the personality of the principal participants. One study revealed that a significant relationship existed between psychological participation and job satisfaction for elementary school principals. Although the results from the second study were below the level of statistical significance, they also revealed that a positive association between psychological participation in decisionmaking and general job satisfaction existed for secondary school principals. (Author/JF)

ED 056 368 EA 003 753

Knezevich, Stephen J., Ed.

The American School Superintendent. An AASA Research Study.

American Association of School Administrators, Washington, D.C.

Pub Date 71

Note—76p.

Available from—American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$3.00, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrative Personnel, *Administrator Background, *Administrator Education, Personality, School Community Relationship, *School Superintendents, Statistical Studies, *Superintendent Role, Teacher Administrator Relationship, *Teaching Experience

This document reports the results of a study by a special AASA commission on the status of the superintendency in 1969-70. A stratified sample of superintendents was selected and superintendents were categorized according to pupil enrollments in their school districts. Major topics reported are (1) personal dimensions of the superintendency; (2) professional experience; (3) professional preparation; and (4) work schedules, issues, and images. Extensive tables and figures are provided. (JF)

ED 056 369 EA 003 756

Pierce, Douglas R.

Domain Description: Criterion in Educational Social System Field Experiments or Field Studies.

Pub Date Apr 71

Note—13p.; Paper presented at California Educational Research Association Annual Meeting (San Diego, California, April 29-30, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conceptual Schemes, *Educational Environment, Field Studies, *Input Output Analysis, Intellectual Disciplines, *Organization, Organizational Change, *Organizational Climate, School Organization, Social Systems

One important variable used in measuring organizational health is the domain of the organization. For schools, the domain of the organization can be described by (1) the population served (clientele), (2) the problems treated (output), or (3) the services rendered. Organizational effectiveness can be successfully determined only if the domain of the school is adequately described. (RA)

ED 056 370 EA 003 759

Berke, Joel S. And Others

The Pattern of Allocation of Federal Aid to Education.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 6 Feb 71

Note—40p.; Paper presented at American Educational Research Association (February 6, 1971) excerpts and summarizes larger study, "Federal Aid to Public Education: Who Benefits?"

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, Educational Research, Equal Education, *Equalization Aid, Expenditure Per Student, *Federal Aid, *Federal Programs, Financial Policy, Metropolitan Areas, *Rural Urban Differences, School District Spending, Urban Schools

This report provides a systematic evaluation of the role played by Federal funds in the total local-State-Federal complex of educational finance. The study, conducted by examining 573 school districts in five urbanized States, reports on a 4-year period, beginning with the 1965 fiscal year. The investigation revealed that rural areas receive more aid proportionately than do metropolitan areas, that many individual programs give more help to rich districts than they do to poor ones, and that uneven fund flows from year to year make it difficult for administrators to plan effectively. The report concludes that although overall federal aid tends to be allocated in greater proportion to districts with below-average incomes and above-average ratios of non-white students, these attempts at equity are insufficient to overcome the national maldistribution of educational funds. (JF)

ED 056 371 88 EA 003 761

Weiss, Edmond H. Ackerman, Jerry

System for Trenton's Educational Planning (STEP) Year 1, Final Report. Volume I: General Design Report.

Government Studies & Systems, Philadelphia, Pa.; Trenton Board of Education, N.J.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—TR-586-1-2-3

Pub Date 30 Jun 71

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, Decision Making, *Educational Planning, Educational Programs, Management Development, Operations Research, Planning, Program Budgeting, *Program Planning, Systems Analysis, *Systems Approach

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Planning Programming Budgeting Systems, PPBS, Trenton Public Schools

This volume presents background information on the project and explains the needs and decisions that actuated its implementation. First year activities and some preliminary teaching material on the concept of PPB (planning-programming-budgeting) in education are also described. The major focus is on a description of the proposed system, a clarification of the major concepts and activities, and an introduction to some detailed procedural decisions to be made during the remainder of the project. A related document is EA 003 762. (Author/RA)

ED 056 372 88 EA 003 762

Weiss, Edmond H. Ackerman, Jerry

STEP, Year 1, Final Report. Volume II: Setting Goals and Objectives.

Government Studies & Systems, Philadelphia, Pa.; Trenton Board of Education, N.J.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—R-586-2

Pub Date [Jun 71]

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Citizen Participation, Community Surveys, *Educational Planning, Educational Programs, Objectives, Operations Research, Program Budgeting, *Program Planning, Systems Analysis, *Systems Approach

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Planning Programming Budgeting Systems, PPBS, Trenton Public Schools

This volume concerns a procedure for setting the districtwide goals and objectives to be used in planning STEP (System for Trenton's Educational Planning.) The report contains the analysis of a Trenton community opinion survey conducted in March-April of 1971. One vital element of the analysis is the development of "indicators of quality"—a series of measures to provide the planning system with standards for evaluation in terms of cost-effectiveness. A related document is EA 003 761. (Author)

ED 056 373 88 EA 003 763

Ackerman, Jerry And Others

STEP, Year 1, Volume III: An Enrollment Forecaster for STEP.

Government Studies & Systems, Philadelphia, Pa.; Trenton Board of Education, N.J.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—GSS-R-586-3

Pub Date [Jun 71]

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, Decision Making, *Educational Planning, Educational Programs, *Enrollment Projections, Management Development, Operations Research, Program Budgeting, *Program Planning, Systems Analysis, Systems Approach

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III, *Planning Programming Budgeting Systems, PPBS, Trenton Public Schools

This volume describes an automated procedure for multiyear enrollment forecasting in the Trenton, New Jersey, public schools. Enrollment forecasts generated by this procedure will provide enrollment estimates in each district's instructional program. Data required to operate the forecaster will be collected during the second year of its operation. Related documents are EA 003 761 and EA 003 762. (Author/EA)

ED 056 374 EA 003 768

Tracz, George S.

Annotated Bibliography on Determination of Teachers' Salaries and Effective Utilization of Teacher Manpower. Educational Planning Occasional Papers No. 10/71.

Ontario Inst. for Studies in Education, Toronto. Dept. of Educational Planning.

Pub Date Jul 71

Note—19p.; Educational Planning Occasional Papers 10/71

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Manpower Utilization, *Mathematical Applications, Merit Rating Programs, *Teacher Salaries

This bibliography reflects a literature survey to ascertain the relevance of mathematical techniques to the determination of teacher salaries. While most of the entries deal with studies on teacher salary determination, few papers cover analysis of the flow and effective utilization of teacher manpower. (Author)

ED 056 375 EA 003 770

Silver, Leonard C.

Systems Engineering of Education I: The Evolution of Systems Thinking in Education, 2nd Edition.

Education and Training Consultants Co., Los Angeles, Calif.; University of Southern California, Los Angeles.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Report No.—ETC-3-1-3-22

Bureau No.—BR-5-0292

Pub Date 71

Contract—OEC-3-16-032

Note—140p.; Document initially printed as Systems Engineering of Learning - Public Education K-12: Analysis, 1965

Available from—Education and Training Consultants Co., Box 49899, Los Angeles, California 90049 (\$16.00)

Document Not Available from EDRS.

Descriptors—*Educational History, *Flow Charts, Literature Reviews, *Management Systems, Mathematical Models, Simulation, *Systems Approach, *Systems Concepts, Systems Development

This document methodically traces the development of the fundamental concepts of systems thinking in education from Harbert to contemporary innovators. The discussion explains narrative models, concentrating on educational flowcharting techniques and mathematical models related to developments in engineering and physical science. The presentation concludes with a discussion of current systems concepts; and descriptions of analysis, synthesis, models, simulations, and system implementation. Related documents are ED 015 676, ED 039 904, EA 003 771, EA 003 772, and EA 003 773. (RA)

ED 056 376

EA 003 771

Heinich, Robert

Systems Engineering of Education II: Application of Systems Thinking to Instruction. A Compendium.

Education and Training Consultants Co., Los Angeles, Calif.; University of Southern California, Los Angeles.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Report No.—ETC-3-1-3-92

Bureau No.—BR-5-0292

Pub Date 68

Contract—OEC-3-16-032

Note—28p.

Available from—Education and Training Consultants Co., Box 49899, Los Angeles, California 90049 (\$5.00)

Document Not Available from EDRS.

Descriptors—Audiovisual Instruction, Curriculum Development, Educational Programs, *Instructional Media, *Instructional Systems, *Instructional Technology, *Management Systems, *Systems Approach, Systems Development, Teacher Role

This document discusses the development of systems from the viewpoint of instructional technology, some traditional and future teacher roles, the introduction of new media at the curriculum development stage, and the dichotomy between education and training. Reference is made to the contributions of Bruner, Carpenter, Finn, and Hoban in the analysis of the emerging role of instructional technology. Related documents are ED 015 676, ED 039 904, EA 003 770, EA 003 772, and EA 003 773. (Author)

ED 056 377

EA 003 772

Silvern, Leonard C.

Systems Engineering of Education IV: Systems Analysis and Synthesis Applied Quantitatively To Create an Instructional System. A Compendium.

Education and Training Consultants Co., Los Angeles, Calif.

Report No.—ETC-3-1-3-46

Pub Date 65

Note—128p.

Available from—Education and Training Consultants Co., Box 49899, Los Angeles, California 90049 (\$11.00)

Document Not Available from EDRS.

Descriptors—Feasibility Studies, Individualized Instruction, Instructional Programs, *Instructional Systems, *Management Systems, Mathematical Models, Models, *Project Applications, Simulation, *Systems Analysis, *Systems Approach

This study evaluates a project proposal prepared by a California school district. Using simple arithmetic and algebraic methods, the evaluators determined that the proposed individualized instruction system would be unsuccessful. A flowchart developed from the proposal visually depicts the weaknesses in the proposal for which appropriate clarifications, suggestions, and revisions are advanced. Related documents are ED 015 676, ED 039 904, EA 003 770, EA 003 771, and EA 003 773. (RA)

ED 056 378

EA 003 773

Sedlik, Jay M.

Systems Engineering of Education XIV: Systems Techniques for Pretesting Mediated Instructional Materials.

Education and Training Consultants Co., Los Angeles, Calif.

Report No.—ETC-3-1-3-145

Pub Date 71

Note—110p.

Available from—Education and Training Consultants Co., Box 49899, Los Angeles, California 90049 (\$10.00)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Educational Accountability, Feedback, Film Production, Instructional Films, Instructional Materials, *Instructional Technology, Instructional Television, *Management Systems, Performance Contracts, *Pretesting, Pretests, *Systems Approach

This document presents a systematic approach to diagnostic pretesting that can be used for any media of instructional technology, but that is especially useful in film and television production. This approach represents a rational basis for

decisionmaking since feedback control is applied during the developmental and production stages. The procedure also lends itself to use by educators dealing with performance contracting and accountability issues. Related documents are ED 015 676, ED 039 904, EA 003 770, EA 003 771, and EA 003 772. (Author/RA)

ED 056 379

EA 003 774

25th Biennial Salary Survey of Public-School Professional Personnel, 1970-71. Volume I: Salaries Paid Teachers and Other Instructional Staff. Public-School Salaries Series.

National Education Association, Washington, D.C.

Report No.—RR-1971-R5

Pub Date 71

Note—183p.

Available from—Publications Sales Section, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 435-25474, \$4.00, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Administrative Personnel, *Public Schools, *Salaries, *Surveys, *Teachers

This report, Volume I of a 2-part presentation, covers salaries paid in 1970-71 to full-time public school teachers, principals, and other members of the instructional staff. The data are presented in summary form for the various categories of personnel in the reporting systems grouped by enrollment, and for these systems individually. Also presented are national estimates of the salaries paid the various groups of personnel and the number of full-time professional employees classified by sex. Volume II is cited under EA 003 827. (Author)

ED 056 380

24

EA 003 776

Becker, Gerald And Others

Elementary School Principals and Their Schools. Beacons of Brilliance & Potholes of Pestilence.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Report No.—CASEA-Monogr-23

Bureau No.—BR-5-0217

Pub Date 71

Contract—OEC-4-10-163

Note—209p.

Available from—Publications Department, CASEA, University of Oregon, Eugene, Oregon 97403 (\$3.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Administrator Education, Board Administrator Relationship, Educational Change, Educational Finance, *Educational Problems, *Educational Research, *Elementary Schools, Instructional Programs, Leadership Qualities, *Principals, Professional Associations, Program Effectiveness, Regional Laboratories, Resource Allocations, *Role Conflict, State Departments of Education, Teacher Administrator Relationship

This study takes a critical look at the current status of elementary school principals and their schools. The report concludes that the causes for a leadership crisis which exists in the elementary schools are both public and professional. Through the use of questionnaires and personal interviews, the researchers talked with 291 principals in 50 States, officials in two national educational organizations, spokesmen in 12 regional laboratories, representatives of 50 State departments of education, and faculty officers of the State elementary school principals associations. The study reports that the most critical problem faced by the elementary school principal is the general ambiguity of his position in the educational community. A number of recommendations are made and addressed to the U.S. Office of Education, Congress, the public, and the education profession. (Author)

ED 056 381

EA 003 779

DuVall, Charles R.

A Comparative Study of School Board Policies and Administrative Procedures for the Years 1965 and 1970 for Dealing With Supplementary Free Materials in School Districts in Cities With Populations Over 100,000 in the United States.

Pub Date Apr 71

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Policy, *Board of Education Policy, Boards of Education, *Resource Materials, School Districts, *School Industry Relationship, Supplementary Reading Materials

Identifiers—*Supplementary Free Materials

This document reports on a study of (1) differences in school board policies between 1965 and 1970 concerning the use of supplementary free materials and (2) the administrative procedures used to implement those policies. Supplementary free materials are defined as those materials provided by businesses and governmental agencies free of charge to the teacher or the school system, or at a cost that includes only postage. The study revealed that in 1970 fewer boards had policies for dealing with supplementary free materials, and that there has been a shift in responsibility for determining their acceptability away from the building principal to the individual teacher. The criteria most commonly used for determining acceptability of supplementary free materials were (1) relevance, (2) educational significance, and (3) freedom from objectionable advertising. (JF)

ED 056 382

EA 003 780

Sirkin, Joel

Pilot School Governance, 1970-1971.

Cambridge School Dept., Mass.; Harvard Univ., Cambridge, Mass. Graduate School of Education.

Pub Date Aug 71

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Experimental Schools, *Governance, Pilot Projects, *School Administration, *Staff Role, Student Government, *Student Participation, Student School Relationship

Identifiers—Cambridge, Cambridge Pilot School Program, Massachusetts, Rindge Technical High School

This report describes a pilot school's experiences with new governance techniques involving a high degree of student participation. A staff member account of these experiences describes the structure used by the school for staff-student power sharing and discusses staff and student reaction to this structure. He provides a personal assessment of the failures and the successes of the experiment. (JF)

ED 056 383

EA 003 781

Freese, William C.

Building and Contents Insurance.

Pub Date Apr 71

Note—6p.:Paper presented at Iowa Association of School Business Officials Annual Conference (Council Bluffs, Iowa, April 16-17, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Facility Inventory, *Fire Insurance, *Insurance Programs, Property Appraisal, *School Buildings, *School Vandalism, Speeches

Insurance coverage of school buildings and contents is becoming increasingly difficult to obtain, and increases of 50 percent or more in the premium are not uncommon. Methods of reducing premium increases are outlined in this speech. (MLF)

ED 056 384

EA 003 782

Places for Environmental Education. A Report.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Jul 71

Note—19p.

Available from—Educational Facilities Laboratories, 477 Madison Avenue, New York, N.Y. 10022 (Single copies free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Resources, *Conference Reports, *Curriculum Development, *Educational Facilities, *Educational Planning, *Environmental Education, Pamphlets, Regional Programs

Identifiers—Project Mans Environment

This pamphlet compiles conference discussions on the implications of various types of facilities on environmental education programs. (Author/MLF)

ED 056 385

EA 003 783

Fitzgerald, Charlotte D. And Others

Population Characteristics. School Enrollment: October 1970. Current Population Reports Series.

Bureau of the Census (DOC), Suitland, Md.
Population Div.
Report No.—P-20-222
Pub Date 28 Jun 71
Note—50p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (\$5.55)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Census Figures, *Demography,
*Family Income, *Population Trends, *Student
Enrollment, Tables (Data)

This report presents in three charts, 12 text tables, and 17 detailed tables, school enrollment figures based on the results of the current population survey conducted in October 1970 by the Census Bureau. (Author/MLF)

ED 056 386

EA 003 784

Planning Monographs.

Delaware State Dept. of Public Instruction,
Dover. Div. of Research, Planning, and Evaluation.

Pub Date Jul 71

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, Bibliographies, *Differentiated Staffs, Educational Accountability, *Educational Planning, Educational Research, Education Vouchers, Operations Research, Performance Contracts, Policy Formation, Program Budgeting, Public Schools, *Sensitivity Training, *Systems Analysis

Identifiers—Delphi Technique

These seven monographs survey the issues and problems of (1) sensitivity training, (2) differentiated staffing, (3) planning-programming-budgeting systems, (4) systems analysis, (5) the delphi technique, (6) performance contracting, and (7) educational vouchers. The papers are designed to be used as a matrix for reference and planning by interested personnel. A short bibliography accompanies each presentation. (MLF)

ED 056 387

EA 003 785

The Application of the Bill of Rights to Pupils in the Common Schools of the State of Washington: A Report to the Washington State Legislature by the Subcommittee on Student and Personnel Policies of the Joint Committee on Education.

Washington State Legislature, Olympia.

Pub Date 5 Nov 70

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conduct, Court Cases, Discipline, *Discipline Policy, Dress Codes, Due Process, *Educational Legislation, *School Law, Search and Seizure, *Student Rights

This report points up the infringement on student constitutional rights by Washington State public schools. To remedy the situation, the report proposes State legislation guaranteeing the substantive rights of students. The proposed legislation is presented together with explanatory and supportive statements. A related document is EA 003 787. (JF)

ED 056 388

EA 003 787

"Pupil Conduct, Discipline, and Rights": A Report to the Washington State Legislature by the Subcommittee on Student and Personnel Policies of the Joint Committee on Education.

Washington State Legislature, Olympia.

Pub Date 30 Dec 69

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conduct, Court Cases, Discipline, *Discipline Policy, Dress Codes, Due Process, *Educational Legislation, *School Law, *Student Rights

This report presents commentaries on the legal aspects of student rights and on some of the disciplinary measures utilized by public schools. It proposes legislation designed to assure that schools, in shaping their disciplinary policies, will conform to the framework of existing constitutional law and recent court cases. A related document is EA 003 785. (JF)

ED 056 389

EA 003 789

Colour in School Buildings. (Fourth Edition).

Department of Education and Science, London (England).

Report No.—Building-Bull-9

Pub Date 69

Note—67p.

Available from—Pendragon House, Inc., 899 Broadway Avenue, Redwood City, California 94063 (\$2.20) or HMSO, 49 High Holborn, London WC1 (England) (11 shillings 6 pence net)

Document Not Available from EDRS.

Descriptors—Architectural Character, Building Improvement, *Color, *Color Planning, Environmental Influences, Illumination Levels, *Interior Design, *School Buildings, School Design, School Planning, *Visual Environment

Identifiers—England
This bulletin discusses the use of color in school buildings and describes those colors specifically designed for use in schools. Part I discusses the difficulty of using color in physical environments where many different and often conflicting needs must be met, encourages the systematic consideration of these needs, and suggests principles or criteria that could help color-scheme designers. Part II describes a specific range of colors—the Archrome 2—a 54-color range considered to be most suited for use in schools. Eight extensive appendices elaborate on the principles discussed and supply a variety of detailed illustrations. (Author)

ED 056 390

EA 003 790

Children and Their Primary Schools. A Report of the Central Advisory Council for Education (England). Volume I: The Report.

Department of Education and Science, London (England).

Pub Date 67

Note—556p.

Available from—Pendragon House, Inc., 899 Broadway Avenue, Redwood City, California 94063 (\$4.70) or HMSO, 49 High Holborn, London WC1 (England) (1 pound 25 pence net)

Document Not Available from EDRS.

Descriptors—Child Development, *Curriculum Evaluation, Educational Planning, *Educational Research, Educational Resources, *Environmental Influences, Gifted, *Government Publications, Guidelines, Handicapped Children, Individual Differences, Preschool Education, *Primary Education, School Buildings, School Health Services, *Staff Utilization, Teacher Education, Teacher Role

Identifiers—*England

This full scale inquiry into English primary education is organized under (1) the growth of the child; (2) the home, school, and neighborhood; (3) the structure of primary education; (4) the children in the schools: curriculum and internal organization; (5) the adults in the schools; (6) independent schools; and (7) primary school buildings and equipment: status and research. A final section contains conclusions and recommendations by the Central Advisory Council. Tables, diagrams, photographs, and notes of reservation are included in the report. References to printed sources are listed at the end of each chapter. (Author/MLF)

ED 056 391

EA 003 793

List of Independent Schools in England and Wales. Recognized as Efficient Under Rules 16, List 70.

Department of Education and Science, London (England).

Pub Date 70

Note—102p.

Available from—Pendragon House, Inc., 899 Broadway Avenue, Redwood City, California 94063 (\$2.35) or HMSO, 49 High Holborn, London WC1V6HB (England) (85 pence net)

Document Not Available from EDRS.

Descriptors—*Boarding Schools, Elementary Schools, Fees, *Parochial Schools, *Private Schools, Secondary Schools, *Tuition

Identifiers—*England, Wales

This list includes only those schools recognized as acceptable by the Secretary of State. The list, arranged alphabetically by counties separately for England and for Wales, provides information concerning the number, age range, and sex of pupils, and indicates the tuition and/or boarding fees where appropriate. (JF)

ED 056 392

EA 003 795

Statistics of Education 1969. Volume 5: Finance and Awards. England & Wales.

Department of Education and Science, London (England).

Pub Date 70

Note—59p.

Available from—Pendragon House, Inc., 899 Broadway Avenue, Redwood City, California 94063 (\$4.90) or HMSO, 49 High Holborn, London WC1V6HB (England) (1 pound 30 shillings net)

Document Not Available from EDRS.

Descriptors—Adult Education, Capital Outlay (for Fixed Assets), *Costs, *Educational Finance, *Expenditures, Grades (Scholastic), *Scholarships, Teacher Salaries, Teachers Colleges, *Tuition Grants, Universities

This report provides tabular information on expenditures for teachers' salaries and retirement, school dinners and milk, colleges of education, universities, primary and secondary schools, and adult education. Statistics on awards include the number of awards granted, the names of institutions attended by students holding awards, the kinds of subject areas chosen by award recipients, and the degree of completion success achieved by these students. (JF)

ED 056 393

EA 003 796

Some Further Proposals for Sixth Form Work.

Schools Council, London (England).

Report No.—WP-16

Pub Date 67

Note—29p.

Available from—Pendragon House, Inc., 899 Broadway Avenue, Redwood City, California 94063 (\$3.70) or HMSO, 49 High Holborn, London W.C.1 (England) (3 shillings 6 pence net)

Document Not Available from EDRS.

Descriptors—College Admission, *College Bound Students, College High School Cooperation, *Curriculum Development, Enrollment Trends, *Secondary Education, *Student Enrollment

Identifiers—*England
This pamphlet begins by setting out new proposals for the organization of English sixth form curriculum and examinations. The paper then indicates possible main implications of these proposals for English universities. An appendix covers the growth and changing character of sixth forms. (Author/MLF)

ED 056 394

EA 003 799

The Public Schools Commission First Report.

Volume 2: Appendices.

Public Schools Commission, London (England).

Pub Date 68

Note—514p.

Available from—Pendragon House, Inc., 899 Broadway Avenue, Redwood City, California 94063 (\$8.45) or HMSO, 49 High Holborn, London W.C.1 (England) (2 pounds 5 shillings net)

Document Not Available from EDRS.

Descriptors—*Boarding Schools, Educational Finance, Fees, *Parochial Schools, *Private Schools, *School Administration, School Surveys, Tuition

Identifiers—*England, Scotland, Wales

This document consists of 17 appendices related to Volume I of this report on England's public schools. Schools designated as "public" include boarding schools, denominational schools, and private boys' and girls' schools. Some topics covered are (1) the need and demand for boarding education, (2) some schemes of government, and (3) the finances of public schools. Maps showing locations and densities of boarding schools in England and Wales are included. (JF)

ED 056 395

EA 003 800

Human Resources for U.S. School Boards. A Directory of Individuals With Various Professional Competencies for Assistance to School Boards.

National School Boards Association, Evanston, Ill.

Pub Date 71

Note—34p.

Available from—National School Boards Association, State National Bank Plaza, Evanston, Ill. 60201 (\$2.50 per copy, \$2.00 five or more copies)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Boards of Education, *Consultants, *Human Relations, *Human Resources, Human Services, Minority Group Children, *Professional Personnel, *Professional Services, Urban Schools

This booklet is a compendium of those individuals identified as experts in human relations who can, as consultants, assist school boards, superintendents, community college trustees, and

school presidents in numerous aspects of human relations and minority affairs. Accompanying the name of each person listed is a brief description of her or his expertise. (Author)

ED 056 396 EA 003 801

Croft, John C. Barker, Catherine
The Organizational Inventory Meeting: A Method of Gaining and Integrating Administrative Commitment.

Pub Date Jun 71

Note—46p.; Paper presented at Canadian Educational Researchers Association. (St. John's Newfoundland, June 10-12, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Administrator Education, Behavioral Sciences, *Consolidated Schools, *Group Dynamics, Human Resources, Interpersonal Relationship, Organization, *Organizational Change, *Organizational Climate, Problem Solving, Simulated Environment

This paper reports on the history, rationale, procedures, and results of a 4-day meeting of 96 administrators, from two large school systems, who represented all levels of administration. The report sets forth participant attitudes toward specific parts of the 4-day event and indicates some of the outcomes of the meeting that were reflected in administrative practices during the ensuing school year. The paper concludes with a summary of participant reactions in terms of the dilemma between the necessity for (1) organizing any directing information to rationalize administrative functions and (2) obtaining and sharing complete and valid information critical to creative and innovative decisionmaking. (Author/MLF)

ED 056 397 32 EA 003 803

Evaluation Report: Newark School District ESEA Title I Program, Summer 1971.

Communication Technology Corp., Haddonfield, N.J.; Newark Board of Education, N.J.

Pub Date Sep 71

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, *Compensatory Education, *Disadvantaged Youth, *Federal Programs, Outdoor Education, *Program Evaluation, Reading Achievement, Reading Centers, Reading Instruction, Standardized Tests, Teacher Aides, Test Results

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Newark, New Jersey

This evaluation attempts to measure the extent and effectiveness of the 1971 Newark ESEA Title I program that extended the regular school year reading program into the summer months for 19,391 pupils in grades K-12. The instructional activities encompassed remedial and developmental reading, development of language arts skills, and implementation of bilingual programs to improve the skills of both English- and Spanish-speaking children. A wide diversity of outdoor experiential activities that incorporated basic skills learning components were included. Evaluation data were assembled from interview and questionnaire results of a sample of personnel and students, standardized test scores, and onsite observations. (Author/MLF)

ED 056 398 EA 003 827

25th Biennial Salary Survey of Public-School Professional Personnel, 1970-71. Volume II: Salaries Paid Central-Office Personnel. Public-School Salaries Series.

National Education Association, Washington, D.C.

Report No.—RR-1971-R6

Pub Date 71

Note—195p.

Available from—Publications Sales Section, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 435-25476, \$4.00, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Administrative Personnel, *Public Schools, *Salaries, *Surveys, *Teachers

This report, Volume II of a 2-part presentation, covers salaries paid in 1970-71 to full-time central office personnel. The data are presented in summary form for the various categories of personnel in the reporting systems grouped by enrollment, and for these systems individually. Also presented are national estimates of the salaries

paid the various groups of personnel and the number of full-time professional employees classified by sex. Volume I is cited under EA 003 774. (Author)

ED 056 399 EA 003 828

Management Crisis: A Solution.

National Association of Secondary School Principals, Washington, D.C.

Pub Date 71

Note—33p.

Available from—National Association of Secondary School Principals, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.00, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrative Personnel, *Board Administrator Relationship, Boards of Education, Collective Negotiation, *Decision Making, *Leadership Styles, *Principals, *Team Administration

This booklet explains the administrative team concept, argues for greater participation of the principal on this team, and provides a typical board-administrator agreement. The administrative team is described as a tool that provides not only a formal agreement for administrators, but also an internal structure that ensures participation by principals in important decisionmaking. The report concludes that an administrative team, which maintains simultaneously both formal and informal systems of participation in decisionmaking, offers a professionally satisfying approach to school district administration. (Author/JF)

ED 056 400 EA 003 830

Statistics of Education 1968. Volume I: Schools. England & Wales.

Department of Education and Science, London (England).

Pub Date 69

Note—101p.

Available from—Pendragon Books, 899 Broadway Avenue, Redwood City, California 94063 (\$6.10), or HMSO, 49 High Holborn, London WC 1 (England) (10 shillings net)

Document Not Available from EDRS.

Descriptors—Age Groups, Class Size, Curriculum, *Elementary School Students, *Enrollment Trends, Handicapped Children, Immigrants, Private Schools, *Secondary School Students, *Statistical Studies, *Teachers

Identifiers—England, Wales

This report provides statistics on enrollment trends, student teacher ratios, student ages, class sizes, curriculums, and on handicapped and immigrant pupils. (JF)

ED 056 401 24 EA 003 841

Coy, Roger L.

A Study of Lay Participation in the Public Schools.

Southwestern Ohio Educational Research Council, Inc., Middletown.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No.—BR-6-2393

Pub Date Aug 69

Grant—OEG-0-9-452393-4506

Note—97p.; Submitted in partial fulfillment of research internship, Miami University, Oxford, Ohio

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Board of Education Policy, Boards of Education, Case Studies (Education), *Citizen Participation, Community Organizations, *Community Role, Guidelines, *Laymen, *Parent Participation, School Community Programs, School Community Relationship

Identifiers—Community School Councils
This thesis focuses on the feasibility of using community school councils as tools for increasing lay participation in school planning. The report describes community school councils as either those lay groups recognized and encouraged by the school, or the independent committees spawned by conditions in the community. Guidelines are provided for establishing community school councils on either a permanent or an ad hoc basis and for assuring that participation in such councils is effective. Included are case studies of citizen participation in Baltimore, Maryland and in Dayton, Ohio. (JF)

ED 056 402 24 EA 003 844

Torge, Herman

Guidelines for Lay Participation at School Board Meetings in Ohio. A Monograph.

Southwestern Ohio Educational Research Council, Inc., Middletown.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No.—BR-6-2393

Pub Date Jun 71

Grant—OEG-0-9-452393-4506

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Board of Education Policy, *Boards of Education, *Citizen Participation, Community Role, Guidelines, *Laymen, *Parent Participation, School Community Relationship

This paper describes a study designed to (1) identify valid items that school boards must consider to assure that lay participation is encouraged and controlled; and (2) determine to what extent these items were incorporated into the present school board policy manuals, and to what extent they were being used in the practices of school boards during the course of their meetings. The study produced recommendations designed to ameliorate conditions such as the lack of communication between boards and constituents, distrust of one group by another, chaotic meetings, and a lack of knowledge concerning what constitutes adequate policy for lay participation. Guidelines were developed both for written statements by the board and for meeting procedures. (Author/JF)

ED 056 403 EA 003 849

Brattain, David And Others

Taxpayers Want More Alternatives: A Report on the Educational Values and Priorities of the Populace of Eugene, Oregon School District 4J.

Oregon Univ., Eugene. Consumer Rights Research Center.

Pub Date Jun 71

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Citizen Participation, *Community Attitudes, *Community Involvement, Decentralization, Educational Research, Individualized Programs, *Public Opinion, *School Community Relationship, School Taxes, Year Round Schools

Identifiers—Educational Alternatives

This report presents the findings and recommendations of a study to determine the attitudes of taxpayers toward the performance of School District 4J in Eugene, Oregon. Data revealed that only 32 percent of the taxpayers considered the district schools to be meeting community needs. Since the constituent opinions toward appropriate school functions are so diverse, recommendations are made whereby the school district may provide alternatives within the existing financial structure. Such alternatives include more individualized education, year-round use of school facilities, and decentralization and communityization of the schools and of the district. The report also suggests using the learning center approach to community education with centers that would reflect a variety of philosophical outlooks and teaching methodologies and for which the community would provide the guidelines. (JF)

ED 056 404 24 EA 003 857

Buss, William G.

Legal Aspects of Crime Investigation in the Public Schools. ERIC/CEM State-of-the-Knowledge Series, Number Eleven.

National Organization on Legal Problems of Education, Topeka, Kans.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Report No.—NOLPE-Monogr-4

Bureau No.—BR-8-0353

Pub Date 71

Contract—OEC-8-080353-3514

Note—80p.

Available from—National Organization on Legal Problems of Education, 825 Western Avenue, Topeka, Kansas 66606 (\$3.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Court Cases, *Crime, Freedom of Speech, Investigations, Legal Problems, Misbehavior, *Police Action, *Police School Relationship, School Law, *Search and Seizure, *Student Rights, Student School Relationship

This monograph summarizes methods used to investigate and prevent crime in school, sketches possible legal claims that students might make as a result of these approaches to in-school crime prevention, and, in an extensive analysis of five court cases, gives particular attention to the legal issues related to searches of student lockers by school law enforcement authorities. (Author)

ED 056 405 EA 003 860

The Teacher's Day in Court: Review of 1970. An Annual Compilation. School Law Series.

National Education Association, Washington, D.C.

Report No.—RR-1971-R7

Pub Date 71

Note—79p.

Available from—Publications Sales Section, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No 435-25478, \$1.75, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Civil Rights, Collective Negotiation, *Court Cases, Integration Litigation, School Integration, *School Law, State Surveys, Teacher Certification, Teacher Retirement, *Teachers, Teacher Salaries, *Tenure Identifiers—Tort Liability

This report contains digests of 143 court decisions published in 1970 concerning legal issues of particular significance to teachers. The case digests are arranged by (1) certification and eligibility, (2) salaries, (3) contracts, (4) tenure, (5) school desegregation, (6) teacher-school board negotiations, (7) liability for pupil injury, (8) retirement, (9) civil rights, and (10) miscellaneous. A summary describes some of the major issues and significant cases presented in the report. Related documents are ED 019 744 and ED 030 212. (Author)

ED 056 406 EA 003 863

Guthrie, James W. Morrelli, Paula S.

"The Coleman Report Says . . .": Equality of Educational Opportunity—Analysis and Political Implications. School Desegregation Bulletin Series.

California Univ., Riverside. Western Regional School Desegregation Projects.

Pub Date Aug 71

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Research, *Equal Education, *Minority Groups, Nondiscriminatory Education, Power Structure, Racial Integration, *School Integration, School Segregation, *Socioeconomic Influences

This document comments on the accuracy of findings extracted from the Equality of Educational Opportunity Report, authored by a federally appointed research team headed by James S. Coleman. According to the authors, difficulties and inconsistencies in the study center around the method of collecting data, the design and validity of the instruments used, and the statistical techniques employed in analyzing the information gathered. The presentation argues that these weaknesses produce findings that fail to provide a sound framework upon which to base policy decisions. However, the authors agree that the Report has helped to focus school-related research on "outputs" and that it has a substantial number of other merits. (Author/JF)

ED 056 407 EA 003 864

Holland, R. W.

School Desegregation and Community Conflict.

School Desegregation Bulletin Series.

California Univ., Riverside. Western Regional School Desegregation Projects.

Pub Date Jun 71

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Board of Education Policy, *Boards of Education, *Community Attitudes, Community Influence, Educational Research, *Power Structure, Racial Integration, School Community Cooperation, *School Integration, Socioeconomic Influences

This report examines the varying degrees of controversy and conflict experienced by two ci-

ties when they attempted to desegregate their public schools. Using these experiences as examples, the report shows how education boards can implement desegregation plans to avoid community controversy. The author stresses that issues basic to avoiding conflict are that (1) an administrator know the kinds of questions to ask, and that (2) he be aware of the way in which controversy is likely to develop given the uniqueness of his situation. (Author/JF)

ED 056 408

EA 003 865

Colley, Nathaniel S., Jr.

Public School Desegregation in California Historical Background. School Desegregation Bulletin Series.

California Univ., Riverside. Western Regional School Desegregation Projects.

Pub Date Sep 71

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Court Cases, Defacto Segregation, Dejure Segregation, *Legal Problems, *Minority Groups, School Attendance Laws, *School Integration, *School Law, *School Segregation Identifiers—California

This paper first traces the history of racial segregation in the California Public Schools, revealing that while the first California constitution provided for a system of common schools, the schools were initially common to white pupils only. The paper then demonstrates that the State has an affirmative duty under the 14th Amendment to end public school racial segregation wherever it exists no matter what its cause. The paper concludes by arguing that there can be no such thing as de facto segregation in public schools. According to the author, all such segregation is de jure because public school officials compel attendance, fix zones and boundaries, and make school attendance assignments. (Author)

ED 056 409

EA 003 870

A Compilation of Federal Education Laws. 92d Congress, 1st Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date Oct 71

Note—772p.

EDRS Price MF-\$0.65 HC-\$26.32

Descriptors—Adult Education, Bilingual Education, Civil Rights, Drug Legislation, Economically Disadvantaged, Economic Opportunities, *Educational Legislation, *Elementary Education, *Federal Laws, Handicapped, Higher Education, Nutrition, School Integration, *Secondary Education, Veterans Education, *Vocational Education

Identifiers—Civil Rights Act 1964, Drug Abuse Education Act 70

This report presents a comprehensive compilation of federal laws affecting education and reflects the latest changes in the laws related to elementary, secondary, higher, and vocational education. The compilation includes the School Lunch and the Child Nutrition Acts. (Author/JF)

ED 056 410

EA 003 883

Cohen, David K. And Others

The Effects of Revenue Sharing and Block Grants on Education. A Draft.

Harvard Univ., Cambridge, Mass. Graduate School of Education; New York Univ., N.Y.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 15 Sep 70

Note—114p.

Available from—Mr. David K. Cohen, Center for Educational Policy Research, Graduate School of Education, Harvard University, 24 Garden Street, Cambridge, Mass. 02138 (\$1.50 mimeo copies)

Document Not Available from EDRS.

Descriptors—Education, Educational Finance, Equal Education, *Federal Aid, *Federal Programs, *Federal State Relationship, Grants, Politics, Racial Discrimination, State Church Separation, State Federal Support

Identifiers—*Block Grants, *Revenue Sharing

This report examines recent proposals for allocating to States revenue sharing and block grants that would provide unrestricted aid and which could be used at the discretion of each State. The report first presents the political administrative, and fiscal rationale for such aid and then points out the possible dangers inherent in

unrestricted aid. The proposals, according to the author, seem likely to re-open the issues of church-State relations and the Federal Government's role in racial discrimination elimination. The authors also observe that, politically, there is a pervasive pattern of weakness in both national and State governance of education and recommends strengthening both governments under Federal control rather than weakening federal control of education in an effort to strengthen State government. (Author/JF)

ED 056 411

EA 003 894

Campbell, Alan K.

The Governmental Structure of Education: What Difference Does It Make?

Pub Date 10 Aug 71

Note—35p.; Paper presented at Education Commission of the States Conference on Intergovernmental Relations and the Governance of Education. (Jackson Lake, Wyoming, August 10, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, Centralization, Decentralization, *Decision Making, *Education, Educational Finance, Educational Research, Governance, *Governmental Structure, *Politics, State Federal Aid

This report discusses various differences of opinion about the interrelationship that exists between governmental structure and the substantive policy outcomes of governmental decision-making. The views of political scientists and educators regarding the ideal structural relationship between education and government are presented. Some aspects of structural issues to which current educational research addresses itself are discussed, such as (1) the significance of the degree of local school district autonomy; (2) the impact of noneducation expenditures on education expenditures; (3) the roles of State and Federal aid; and (4) the relevance of research findings to some of the current issues in the education field, with particular emphasis on the issues embodied in the relationship between education's governing structure and its financing. (Author/JF)

ED 056 412

EA 003 899

Educational Research and Development in the United States.

Office of Education (DHEW), Washington, D.C. Bureau of Research; Organisation for Economic Cooperation and Development, Paris (France).

Pub Date Jul 69

Note—308p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Administrative Organization, Educational History, *Educational Research, Educational Resources, Federal Government, *Federal Programs, *International Programs, Management, Manpower Needs, Organization, Policy, Political Issues, Private Financial Support, Research, *Research and Development Centers, Research Problems, State Government

This volume explores the development, present status, and future growth of educational research and development in the United States and documents U.S. educational research efforts as a guide for OECD member nations. Topics include (1) the organization of and issues in education in the United States, (2) the history of educational research, (3) the sponsorship of educational research, (4) the practitioners of educational research, and (5) the management of educational research and development. Educational policy implications and impacts are also reviewed. (RA)

ED 056 413

24

EA 003 900

Ammentorp, William And Others

Training for Development and Evaluation in Educational Training Center.

Upper Midwest Regional Educational Lab., Inc., Minneapolis, Minn.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No.—BR-6-2870

Pub Date 14 Dec 70

Contract—OEC-3-7-062870-3069

Note—120p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Organization, Administrative Personnel, Data Collection, Decision Making, Educational Development, Educa-

tional Finance, *Evaluation, Inservice Education, Management Development, Organization, Program Budgeting, *Program Design, *Project Applications, *Regional Laboratories, Research and Development Centers, *Training Objectives

This document outlines the research and development plans of a consortium of organizations whereby they might (1) collect training materials to meet identified needs for persons with development and evaluation skills in education and industry, (2) establish a system for data collection and decisionmaking to manage the individualized instruction of persons in development and evaluation training programs, (3) find trained personnel to meet the immediate needs of educational and industrial organizations, and (4) make arrangements for delivery and finance of training programs to meet long-range needs for pre- and in-service training in development and evaluation. Each objective is documented and detailed into specific outcomes and/or tasks. Sub-contracts and budgets are presented along with a time line for project completion. Related documents are EA 003 901, EA 003 902, and EA 003 903. (Author/RA)

ED 056 414 24 EA 003 901

Welch, Wayne And Others

Conceptual Papers Defining the Knowledge and Skills Required To Function as Educational Developers and Evaluators. Design Document II for the Midwest Educational Training Center.

Upper Midwest Regional Educational Lab., Inc., Minneapolis, Minn.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-6-2870

Pub Date 14 Dec 70

Contract—OEC-3-7-062870-3069

Note—144p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Personnel,

*Behavioral Objectives, Educational Development, Educational Objectives, Evaluation, Instructional Materials, Job Skills, Knowledge Level, Management Development, *Project Applications, *Regional Laboratories, Research and Development Centers, Skill Analysis, *Skill Development

This document, one part of a project to train personnel for educational development and evaluation, presents the rationale underlying the training procedure. The presentation is organized around conceptualizations of the knowledge and skills required by development and evaluation personnel. Papers treat conceptually many instructional objectives and terminal behaviors as guidelines for developers and evaluators. The objectives outlined will eventually be organized into training materials for evaluation personnel and into sequences for research, development, and diffusion. Related documents are EA 003 900, EA 003 902, and EA 003 903. (RA)

ED 056 415 24 EA 003 902

Ammentorp, William And Others

The Management System. Design Document III for the Midwest Educational Training Center.

Upper Midwest Regional Educational Lab., Inc., Minneapolis, Minn.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-6-2870

Pub Date 14 Dec 70

Contract—OEC-3-7-062870-30-9

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Bases, Educational Objectives, Evaluation, Flow Charts, Individualized Instruction, Information Utilization, *Instructional Systems, *Management Information Systems, *Management Systems, Objectives, *Project Applications, *Regional Laboratories, Research and Development Centers, Systems Approach

This document, one part of a project to train personnel for educational development and evaluation, describes a management system for individualized student instruction. Certain objectives are set from which management activities and provisions for data storage and use are inferred. The result is a comprehensive flowchart of the instructional sequence with indications of information sources and utilization. Evaluation procedures for measuring the attainment of

management objectives are also treated. Related documents are EA 003 900, EA 003 901, and EA 003 903. (Author/RA)

ED 056 416 24 EA 003 903

Evans, Geraldine

The Need for Research, Development, Dissemination, and Evaluation Personnel in Education. Design Document I for the Midwest Educational Training Center.

Upper Midwest Regional Educational Lab., Inc., Minneapolis, Minn.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-6-2870

Pub Date 14 Dec 70

Contract—OEC-3-7-062870-3069

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Data Collection, *Educational Programs, Evaluation, Industrial Personnel, Manpower Needs, *Personnel Needs, *Project Applications, *Regional Laboratories, Research and Development Centers, Research Needs, Research Skills, *Staff Utilization

This document, one part of a project to train personnel for educational development and evaluation, features data that represent judgments of informed experts on personnel needs in various activities in four kinds of research and development agencies: (1) local, intermediate, and State educational agencies; (2) regional laboratories and research and development centers; (3) colleges and universities; and (4) educational or training divisions of industrial firms. A summary of the data reveals that evaluation skills are in greatest demand relative to supply and that a great need exists for professional supervisory personnel who could organize and supervise development and evaluation activities. Related documents are EA 003 900, EA 003 901, and EA 003 902. (RA)

ED 056 417 24 EA 003 906

Rhodes, Eric

Promotion and Transfer as Affected by Negotiated Agreements.

Educational Service Bureau, Inc., Washington, D.C.

Pub Date 71

Note—38p.

Available from—Educational Service Bureau, Inc., 1835 K Street, N.W., Washington, D.C. 20006 (\$4.50)

Document Not Available from EDRS.

Descriptors—*Board of Education Policy, *Collective Negotiation, Employment Problems, *Negotiation Agreements, *Teacher Promotion, *Teacher Transfer

This report analyzes the methods used by selected school districts to protect teachers from arbitrary transfer and provide them the opportunity to be considered for promotion. Following a presentation of sample negotiation agreements, the report observes that, in most cases, promotion determination remains with management completely, and that employees are assured only of full consideration and the opportunity to apply. In the matter of involuntary transfer, the author explains that the employee often wins the right to be told why he is being transferred and in the matter of employee-initiated transfer, he wins the right to be given full consideration. (Author/JF)

ED 056 418 24 EA 003 923

School Enrollment Projection Techniques.

Central Connecticut Regional Planning Agency, Plainville.

Pub Date 31 Mar 70

Note—23p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-200-424, MF \$9.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Educational Planning, *Enrollment Projections, *Mathematical Applications, Population Trends, Prediction, *School Systems, *Student Enrollment, Students

Identifiers—Connecticut

This manual presents school enumeration techniques to be used for 1-year, 5-year, medium-range, and long-range planning periods. The resulting projections provide estimates of school enrollment by grade for the entire school system. (Author)

ED 056 419 24 EA 003 924

An Update of Educational Reform in Michigan. Technical Report.

Michigan State Office of Planning Coordination, Lansing.

Pub Date Oct 70

Note—162p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-201-104, MF \$9.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Administrative Organization, *Educational Change, *Educational Finance, Elementary Education, Income, Laws, Secondary Education, *State Aid, State Government Identifiers—Educational Reform, Michigan, *Tax Bases

In October 1970, the Governor's Commission on Educational Reform issued a report recommending changes in the administrative and financial structures of Michigan elementary and secondary education. The report, an update of an initial report, covers February through September 1970. Actions taken on educational reform legislation include (1) a State school aid act; (2) an assessment and remedial assistance program in reading, mathematics, and vocational education; (3) a neighborhood education center program; and (4), two revenue measures to provide funds for the program. Additional proposals enacted were: provisions for educational media centers; omnibus school code amendments; and decentralization of the Detroit Public Schools. A full State funding model of State school aid distribution is presented with a simulation of its impact on local school districts and on State expenditures. (Author)

ED 056 420 08 EA 003 972

A Systems Approach to the Human Services.

Career Options Research and Development (CORD), Chicago, Ill.; YMCA of Metropolitan Chicago, Ill.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-7-0329

Pub Date Sep 71

Grant—OEG-0-8-070329-3694

Note—99p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Ladders, Career Planning, Codification, Core Curriculum, Job Analysis, *Occupational Information, *Social Services, Systems Analysis, *Systems Approach, *Systems Concepts, Task Analysis, Vocational Education

This document demonstrates the impact of systems analysis on functional job analysis for occupations in human services. The first section discusses the goals and components, and data analysis techniques of the systems approach. In the next section, systems analysis is applied to the tasks performed in a variety of human services occupations. These task descriptions are then regrouped into a career ladders model of social service occupations. The last section provides an evaluation of the usefulness of the systems approach to job analysis. Appendixes present sample job descriptions and core curricula for human services education. A related document is EA 003 979. (RA)

ED 056 421 08 EA 003 979

Innovative Development of Course Content and Delivery.

Career Options Research and Development (CORD), Chicago, Ill.; YMCA of Metropolitan Chicago, Ill.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-7-0329

Pub Date Sep 71

Grant—OEG-0-8-070329-3694

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Ladders, Core Curriculum, Course Content, *Curriculum Development, *Curriculum Research, *Educational Objectives, Job Analysis, Models, *Systems Approach, *Task Analysis

Two new tools useful in curriculum development are the systems approach and functional job analysis. Functional job analysis defines the exact tasks of a specific job or occupation, restructures the tasks if necessary, states performance criteria

for each task, and identifies the training and knowledge necessary for task performance. The systems approach enables an organization to (1) measure its effectiveness in meeting goals, (2) organize its resources within specified time periods, and (3) respond to the changing needs of the environment. Course content can then be determined by the knowledge and training needs of an organization and tempered by an organization's resources and constraints. A related document, EA 003 792, presents a model curriculum for human services occupations. (RA)

ED 056 422 EA 003 992
Guide to Alternatives for Financing School Buildings. A Report.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Nov 71
Note—48p.

Available from—Educational Facilities Labs., Inc., 477 Madison Avenue, New York, N.Y. 10022 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bond Issues, Building Innovation, *Case Studies, *Educational Finance, Federal Aid, *Financial Policy, Resource Allocations, *School Buildings, *School Construction, Site Selection

Identifiers—Shared Facilities

This guide, designed primarily to assist school administrators, describes programs initiated by school districts to finance new school construction by nonconventional methods. Accompanying the basic information are case studies and charts illustrative of major financing alternatives and the decisionmaking routes that have led school districts to adopt one approach or another. (Author/MLF)

EC

ED 056 423 40 EC 040 368

Abelson, Alan Berenson, Bertram

Physical Environment and Special Education: An Interdisciplinary Approach to Research. Final Report.

Council for Exceptional Children, Arlington, Va. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-7-0566

Pub Date Feb 70
Grant—OEG-2-7-070566-3026
Note—307p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Architecture, *Design Needs, *Educational Facilities, Environmental Influences, *Exceptional Child Research, Financial Support, Government Role, Guidelines, *Handicapped Children, Information Dissemination, *Physical Environment, Research Methodology, School Buildings, Teacher Attitudes

The project on physical environment and special education attempted to formulate research based statements that would assist both special educators and architects in designing educational facilities for special education. The major implication of all findings was that a dearth existed in educators and facility planners who were trained and/or experienced in planning and designing special educational facilities. Data on teacher attitudes were said to include: minor modifications in teacher's working area could improve both environment and educational program; and teachers were excluded from planning school facilities in which they worked. Three areas for research efforts were then suggested: evaluation of facility planning, measurement of effective use of environment, and assessment of relationship between man and physical environment. It was then suggested that funding of improved special educational facilities might come from the government, both state and federal. The bulk of the report was appendices concerning: appraisal and report on existing special education facilities in the U.S.; information useful to facility planners and a special planning process guide; methodology for field experimentation for measuring environmental role in educational process; and dissemination of information. (CB)

ED 056 424 40 EC 040 370

Grigoni, Dorothea F. And Others
Development and Evaluation of Programmed Instruction in the Teaching of Verbs to Deaf Children in the Primary Grades. Final Report.

Atlanta Speech School, Inc., Ga. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-0394
Pub Date Mar 70
Grant—OEG-32-20-7170-5006

Note—136p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Aurally Handicapped, *Deaf, Educational Programs, *Exceptional Child Research, *Language Development, Primary Grades, Program Descriptions, *Programed Instruction, Program Evaluation, Sentence Structure, Vocabulary Development

The project purpose was to develop and field test a program of instruction for young deaf children which could be used in existing classrooms. The main program contained two areas of instruction in written language: verb vocabulary at a high level of generalization and sentence structure. The program materials were field tested with 78 children in the preparatory levels of three schools. The only criterion for admission to the sample was a simple test of minimum word recognition ability. Subjects ranged from 5 to 10 years of age, and from three and one-half to 10 1/2 years on psychometric scores. Three validation criteria, one final performance criterion and two measures of gain, were applied in 28 instances to the pretest and posttest data from the sample groups. The criteria were met in 21 instances. Of the 78 children, 77% achieved mastery in verb vocabulary, and 83% in sentences. Each of the sample groups evidenced statistically significant learning in all areas of instruction. The mean time required for the program was 4.7 hours. It was concluded that the program represented a very effective, as well as an efficient, method of teaching written language to young deaf children. (Author)

ED 056 425 40 EC 040 371

Broadbent, Frank W. Meehan, D. Roger

An Evaluation of Simulation as an Approach to Assisting Elementary Teachers to Identify Children with Learning Disabilities and Utilize Ancillary Personnel in Initiating Remediation Programs within Their Classrooms. Final Report.

Syracuse Univ., N.Y. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-42-2294

Pub Date Feb 71
Grant—OEG-0-70-4388(607)
Note—177p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Elementary Education, *Exceptional Child Research, *Identification, *Learning Disabilities, Models, Nonprofessional Personnel, Program Descriptions, Program Evaluation, *Remedial Instruction, *Teacher Education, Workshops

Investigated was use of an instructional simulation model with elementary classroom teachers to identify learning disabled children, to utilize effectively ancillary personnel, and to initiate remediation programs in the classrooms. Teachers participating in the model were said to view children on videotape in many school settings, review academic achievement by studying records, select course of action on preprogrammed materials, receive immediate feedback as reinforcement, study commercial instructional materials, and plan remedial programs for two learning disabled children. Two evaluation instruments developed were an opinionnaire and a set of three microsimulated situations. The simulation model was tested by 17 persons in a small elementary school. Results of the opinionnaire indicated that the model was successful and could serve as inservice training. Analysis of microsimulator showed significant difference between means of control and experimental groups, and two of three subtests showed significant differences in favor of the experimental groups. It was concluded that the simulation workshop did improve teacher observational skills needed to recognize learning disabilities and to formulate remedial programs. (CB)

ED 056 426 EC 040 372

Lilly, M. Stephen Kelleher, John
Teacher's Perceived Instructional Needs in the Northwest Region.

Oregon Univ., Eugene. Northwest Regional Special Education Instructional Materials Center. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No—RR-6
Pub Date Jul 71
Note—155p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Exceptional Child Research, *Handicapped Children, *Instructional Materials, *Instructional Materials Centers, *Special Education Teachers, Surveys

A survey was conducted to determine teachers' perceived needs in direct instruction and related professional activities and to determine teachers' familiarity with 14 sets of instructional materials, which were said to represent materials available through Special Education Instructional Materials Centers (SEIMC). Data indicated consistency of findings across states, teaching categories, and teaching levels. It was found that in general, teachers' major problems centered in direct instruction, not pupil characteristics, professional relationships, classroom arrangement and management, or psychological information. Curricular areas of greatest difficulty were said to be social studies, language arts, seatwork, and science. Data indicated that teachers consistently had problems finding instructional materials and student activities. It was also found that special education teachers knew only three of the 14 materials presented: Peabody Language Development Kits, Frostig Program for Development of Visual Perception, and Readers' Digest Skill Builders. Regular teachers knew only of the Readers' Digest Skill Builders. Teacher needs for audio-visual materials seemed to have been met. Implications from the study centered on the SEIMC's need to educate and familiarize teachers with the broad range of instructional materials available in the centers. (CB)

ED 056 427 EC 040 373

Friedman, Helen, Ed.

The Classroom: Insights Into Educational Evaluation in School Programs for Emotionally Disturbed Children and Youth.

Association of New York State Educators of the Emotionally Disturbed, Hawthorne.

Pub Date 70
Note—184p.; Proceedings of the Fifth Annual ANYSEED Conference (Grossinger, New York, May 22-24, 1970)
Available from—ANYSEED, 226 Linda Avenue, Hawthorne, New York 10532 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Conference Reports, *Educational Programs, *Emotionally Disturbed, *Exceptional Child Education, Program Descriptions, *Program Evaluation, Teaching Methods

Presented are conference proceedings on evaluation of educational programs for emotionally disturbed children. Raphael F. Simches highlights past and future educational trends in programs for handicapped children. Fritz Redl stresses various motivations that may cause violent behavior. A systematic approach to classroom analysis via taxonomy of affective behavior is discussed by Leonard Kaplan. Use of photography as a teaching method is then examined by Samuel B. Ross, Jr. Tessa Sheingorn then explains that curriculum choice for emotionally disturbed children can result from teacher assessment. Need to bridge the gap between etiologically-oriented diagnosis and remedial planning gives rise to diagnostic remedial approach, as explained by Viola Kantowitz, James Brown, and Elizabeth M. Koppitz. Mildred E. Huberman and others then investigate food as a psycho-educational tool. Description of project rejoin, an innovative job training program designed for emotionally disturbed female adolescents within a residential setting, is made by Richard R. Peters and others. Patricia Brennan and others then explain use of token economies in behavior modification programs in special education. Next, Robert B. Phillips and Robert J. Thomas discuss pre-occupational and vocational programs for the emotionally disturbed and learning disabled. (CB)

ED 056 428

EC 040 374

Padalino, Jane P.

A Program for the Identification and Remediation of Perceptual Deficiencies in Kindergarten and Primary Grade Students. Final Interim Progress Report.

Union Township Board of Education, N.J.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date May 71

Grant—OEG-3-7-703564-4312

Note—136p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, *Exceptional Child Research, *Identification, Intervention, *Learning Disabilities, Motor Development, *Perceptually Handicapped, Perceptual Motor Coordination, Program Descriptions, Program Evaluation, *Remedial Instruction, Statistical Data

A 3-year program for early identification and remediation of perceptual deficiencies to prevent or minimize learning disabilities was conducted with two successive kindergarten classes. The 1967 class received intensive training for 3 years, while the 1968 class received intensive training for 2 years. Comparison of pre and posttest data for students receiving intensive training indicated improvement in areas of visual-motor integration, certain aspects of gross motor development, particularly in awareness of body parts. Occasional indications were also found of significant improvement in associative processes and in sequencing. Test results also suggested carry over from training success to academic achievement. Children receiving the enrichment program in the class of 1967 were said to score significantly higher than the control group on vocabulary tests. In general, written statements by teachers, specialists, and administrators demonstrated project effectiveness. Children in the training program were found to be more attentive and better organized. Comparison of growth scores for children in the training program who originally showed deficiencies in perceptual motor match and/or in associative processes improved most in the areas. Auditory dynamics seemed the most difficult to remediate. (CB)

ED 056 429

EC 040 375

Neville, Donald

The Development of an Instrument to Predict Modality Preference for Learning to Read.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Pub Date 71

Note—41p.; IMRID Behavioral Science Monograph No 16

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classification, *Elementary School Students, Program Development, *Reading, *Reading Tests, *Research Projects, Teaching Methods, Test Reliability, Test Validity

Identifiers—Test of Modality Aptitude in Reading

Project objective was development of an experimental form of the Test of Modality Aptitude in Reading (TOMAR). The TOMAR was designed to classify children as visual, auditory, or kinesthetic learners in reading, to have sound measurement characteristics, and to be suitable for administration to groups of children rather than to an individual. Project development of a substitute alphabet and three word lists equated on meaningfulness and number of different letters was examined. Data pertaining to teaching method selection, reliability, validity, and profile analysis indicated that relationship between classification scheme and instructional procedure was not clear. Students taught to their strengths were found to gain more significantly than students taught to their weaknesses. Also, data indicated that students classified by a pure profile performed differently from those classified by a combination profile. The author concluded by posing questions relative to the probable directions of future investigations. (CB)

ED 056 430

EC 040 376

Connor, Leo E., Ed.

Speech for the Deaf Child: Knowledge and Use.

Pub Date 71

Note—344p.

Available from—Alexander Graham Bell Association for the Deaf, 3417 Volta Place, N.W., Washington, D.C. 20007 (\$12.00 HC, \$8.50 PB)

Document Not Available from EDRS.

Descriptors—*Aurally Handicapped, Educational Trends, *Exceptional Child Education, *Language Development, *Speech Handicaps, *Teaching Methods

Presented is a collection of 16 papers on speech development, handicaps, teaching methods, and educational trends for the aurally handicapped child. Arthur Boothroyd relates acoustic phonetics to speech teaching, and Jean Utley Lehman investigates a scheme of linguistic organization. Differences in speech production by deaf and normal hearing children are reviewed by Harry Levitt, while J. M. Pickett surveys developments in speech research and communication. Boyd V. Sheets considers parameters of speech development, and John W. Black summarizes disorders of speech. Then Freeman McConnell examines a psychology of communication, followed by D. M. C. Dale's views on social aspects of speech. Speech acquisition is briefly discussed by Sophie L. French; speech curriculum is discussed by Eleanor Vorce; and Marjorie E. Magner advocates that teaching methods be founded on a multisensory approach and on child psychological and physiological growth. Relationship of speechreading and speech is analyzed by Pauline M. Jensen, and language and hearing are analyzed by Audrey A. Simmons. In viewing educational trends, Patricia A. Scherer covers teacher education, Winifred N. Northcott covers infant education and home training, and William G. Hardy covers speech trends. (CB)

ED 056 431

EC 040 377

Hardy, Madeline I. And Others

Standards for Educators of Exceptional Children in Canada.

Pub Date 71

Note—173p.

Available from—National Institute on Mental Retardation, York University Campus, 4700 Keele Street, Downsview, Ontario, Canada

Document Not Available from EDRS.

Descriptors—*Aurally Handicapped, Educational Programs, *Exceptional Child Education, *Foreign Countries, Government Role, *Teacher Education, Teacher Qualifications

Identifiers—*Canada

The introduction to standards for educators of exceptional children in Canada focuses on the need for teacher education programs and the rationale behind standards for educators. Discussion of teacher education includes the following topics: the individual's self and society, understanding the learner and learning process, general competencies in education of children, competencies in areas of concentration, and practical experiences. Teacher education programs for undergraduates, graduates, certification, and continuing education are covered. Qualifications in regard to necessary knowledge are then examined for teachers, administrators, professionals in allied fields, and nonprofessionals. Responsibility for teacher education is then viewed from the roles of the federal and provincial governments, education faculties, and local school authorities. Brief discussion of accreditation of teacher education programs concludes the book. (CB)

ED 056 432

EC 040 378

Reynolds, Maynard C., Ed. Davis, Malcolm D., Ed.

Exceptional Children in Regular Classrooms.

Minnesota Univ., Minneapolis. Dept. of Special Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 71

Note—133p.

Available from—Dept. of Audio-Visual Extension, University of Minnesota, 2037 University Avenue, S.E., Minneapolis, Minnesota 55455 (\$1.95)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Change, *Exceptional Child Education, *Handicapped Children, *Heterogeneous Grouping, *Teacher Education, *Teacher Qualifications

Presented are 16 brief essays concerned with strategies of heterogeneous grouping, administrative change, teacher qualifications, and teacher education for improving regular educational services for handicapped children. The essays were written to widen perspectives on the means by which the Special Education Training Branch of

the Bureau for Educational Personnel Development (BEPD) might accomplish its mission. Authors address themselves to the following issues: relationship of regular and special education; integration of regular and special education; effects of integration of regular and special education; administrative change needed for integrating regular and special education; qualifications of regular teachers in teaching exceptional children; additional training for regular teachers; supportive help for regular teachers; school structure; roles of school psychologists and other personnel workers in an integrated system; training programs needed by regular teachers that can be provided by BEPD; and existing programs of integrated regular and special education. (CB)

ED 056 433

40

EC 040 473

Krug, Richard F. Hawkins, Frances P.

A Project to Develop and Evaluate the Effectiveness of Instructional Materials for the Deaf, Designed to Emphasize the Syntactical Meaning of Words. Final Report.

Colorado Univ., Boulder.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-5-0418

Pub Date Jan 70

Grant—OEG-32-15-0180-1019

Note—239p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Aurally Handicapped, Demonstration Projects, *Exceptional Child Research, Guidelines, Instructional Materials, *Preschool Children, *Sentence Structure, Teaching Methods, *Word Recognition

The demonstration project was designed to develop a teaching method and instructional materials that would emphasize syntactic meanings of words for deaf preschool children. The teaching method was developed with a group of six deaf preschool children, and then demonstrated and modified in five other schools for the deaf. The teaching method was found to be suitable for deaf children, 3 and 4 years old, with no previous knowledge or skills in speechreading, speech, reading, writing, or manual communication. The teaching method consisted of the use of print as the major input for the child, preprinted vocabulary as the leading means of demonstrating or expressing syntactic understanding, and child participation and control over classroom activities during project sessions. The project emphasized the power one can exert over people through proper use of language. Guidelines were provided for making print become symbolic for the children and for demonstrating syntactic functions of words within various sentence structures. An appendix of six stories concerning reactions of both children and teacher to the project teaching method suggested that the method was applicable to analysis of a wide variety of sentence structures and to deaf children at various grade levels. (CB)

ED 056 434

EC 040 474

Hamel, Clara A.

Language Curriculum. Based on Concept Formation and Transformational Grammar.

Rhode Island School for the Deaf, Providence.

Pub Date 71

Note—187p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Aurally Handicapped, Concept Formation, Early Childhood Education, Elementary Education, *Exceptional Child Education, *Language Development, *Language Instruction, Secondary Education, Sentence Structure, Teaching Methods, Transformation Theory (Language)

The language curriculum initiated at the Rhode Island School for the Deaf consists of two stated innovations in teaching methods, which are language development through concept formation and application of transformational grammar. Description of the teaching method reveals that aurally handicapped pupils learn to analyze sentence structure by studying the entire sentence as a unit, not in parts. The sentences are said to evolve from any language lesson, whether the concept pertains to arithmetic, science, or social studies. The language program is explained for deaf children at preschool, elementary, and secondary levels. The five basic sentence patterns used in the curriculum consist of a noun phrase and intransitive predicate, a noun phrase and transitive predicate, noun phrase and linking verb

30 Document Resumes

with adjective, noun phrase and linking verb with predicate noun phrase, and noun phrase and linking verb with adverb. A brief section introduces stress, pitch, and juncture in sentences. (CB)

ED 056 435 EC 040 475
Experimental Classes for Multiply Handicapped Deaf Children (Summer, 1970).

Indiana School for the Deaf, Indianapolis.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Special Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Aurally Handicapped, Communication Skills, *Deaf, Demonstration Projects, *Educable Mentally Handicapped, Educational Objectives, *Educational Programs, Elementary School Students, *Exceptional Child Education, Mentally Handicapped, *Multiply Handicapped, Program Descriptions, Social Development, Summer Schools

Described is a 6 week summer school demonstration project for 25 multiply handicapped deaf and educable mentally retarded children, aged 8 to 12 years old. The overall purpose is said to be development of knowledge for establishing ongoing programs for multiply handicapped deaf children in local communities or within existing framework of the Indiana School for the Deaf. Staffing includes five certified teachers of the deaf and three certified teachers of the mentally retarded. Recreational and dormitory personnel are also involved. Instructional grouping is shown to result in eight classes with homogeneous grouping. Program objectives are: development of socially accepted behavior, self care skills, and printing and writing; academic achievement in mathematics, reading, and language; speech and auditory training; communication skills development; motor development; and improvement of visual perception. A typical day is described. Instructional materials used in the program are explained to be either industrial made or workshop prepared. Teachers are said to have tried many educational techniques. Professional consultants include three clinical psychologists who observed and helped evaluate the children's performance. Parent participation is briefly noted. (CB)

ED 056 436 EC 040 476
Experimental Classes for Multiply Handicapped Deaf Children (Summer, 1971).

Indiana School for the Deaf, Indianapolis.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Special Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 71

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Aurally Handicapped, Behavior Change, Communication Skills, *Deaf, *Educable Mentally Handicapped, Educational Objectives, *Educational Programs, Elementary School Students, *Exceptional Child Education, Mentally Handicapped, *Multiply Handicapped, Program Descriptions, Social Development, Summer Schools

Described is a 6 weeks summer school program for 23 multiply handicapped deaf and educable mentally retarded children, aged 6 1/2 to 13 years old. Specific educational objectives are: behavior change in social settings such as dormitory, school, and playground relations; behavior change in study habits; academic achievement in mathematics; motor development; language development; reading improvement; and communication skills development. The operational program is described to consist of academic, recreational, and dormitory programs. Types of materials employed by teachers certified in either deaf education or mentally handicapped education are said to be commercial or teacher prepared materials. Special experimental materials are the Project LIFE series and Liz Foster's Workbook. A clinical psychologist is explained to have served as a professional consultant and evaluator. Parent participation in the educational program is noted briefly. Appended are explanation of specific educational techniques and teacher made

materials, an inventory of materials used in the program, and the consulting psychologist's report. (CB)

ED 056 437 EC 040 477
Fotheringham, John B. And Others

The Retarded Child and His Family: The Effects of Home and Institution.

Pub Date 71

Note—115p.

Available from—Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada (\$2.75)

Document Not Available from EDRS.

Descriptors—Behavior Problems, Discipline Problems, *Exceptional Child Research, *Family (Sociological Unit), Family Influence, *Family Problems, *Institutionalized (Persons), Longitudinal Studies, *Mentally Handicapped, Mongolism

To determine the extent of family stress from having a retarded child in the family, two groups of retarded children, some mongoloid, (age range 4 to 19 years) and their families were compared in a longitudinal study. An institutionalized group of 116 children was compared with a community group of 38 children matched for age. Family functioning was measured primarily by the Family Functioning Scale, which was used to rate each family (excluding the retarded child) on home and household practices, economic practices, social activities, health and health practices, care and training of children, family relationships, and individual behavior and adjustment. Results indicated that children admitted to institutions were more stressful to their families in that their social maturity level was lower and they demonstrated more socially disruptive behavior than did those children who remained at home during the study year. Families that institutionalized their children were found to be of a lower economic status than those families keeping their retarded children at home. Those families institutionalizing their children did not improve in terms of their measured levels of family functioning. Child functioning in the two living situations was found to be comparable. (CB)

ED 056 438 EC 040 479
Mitchell, D. R., Ed.

The Education and Treatment of Emotionally Maladjusted Children: A Collection of Some Papers Presented at a Symposium Held at the University of Waikato, October, 1969.

Waikato Univ., Hamilton (New Zealand).

Pub Date 71

Note—85p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autism, Behavior Change, *Emotionally Disturbed, *Exceptional Child Services, Family Influence, Group Therapy, *Socially Maladjusted, Special Classes

Six papers consider various aspects of the education and treatment of emotionally disturbed children. B.S. Parsonson examines the rationale and efficacy of the application of learning theory principles to the modification of deviant behavior. The need for family therapy is discussed by J.E. Ritchie, who focuses upon the environmental causes and social context of emotional disturbance. The family is seen as a possible context for distorted communications maintained as a pathological homeostasis. Therapeutic qualities of group counseling are described by D.R. Mitchell in behavioral terms (reinforcement, modeling, desensitization) while the group is seen as a social microcosm with multiple relationships. L.G. Rhodes suggests that disturbed children are possible not best served by adjustment classes, in the light of efficacy studies and study of the effects of disability labels on teacher expectancies. Institutional care of socially maladjusted children is examined by B.C. Atwood, while Muriel Blackburn focuses on the diagnosis, etiology, and treatment of autism. (KW)

ED 056 439 EC 040 480
Jones, Juanita And Others

Handbook of Pupil Experiences for "High Changers" Children - Those Children with Learning Problems.

Tulsa Public Schools, Okla.

Pub Date Jul 71

Note—278p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Class Activities, Educational Diagnosis, *Exceptional Child Education,

Guidelines, *Learning Disabilities, Motor Development, *Perceptual Development, *Perceptual Motor Learning, Primary Grades, Readiness (Mental), *Skill Development, Teaching Methods

The guide is intended to familiarize primary grade teachers with the special learning characteristics of students with a high risk for a learning disability (those who are beginning to show an inability to work with symbols or to think abstractly) and to assist the teachers in the diagnosis of the specific nature of their learning problems. Possible etiologies of learning disabilities are suggested, and the developmental characteristics of the learning disabled child are compared to those of an average child. A model is presented for standardized and informal evaluation by the classroom teacher and by various consultants. Presented are developmental techniques and materials for areas of weakness at any level before the academic, and special teaching techniques and materials for teaching academic subjects to the potentially learning disabled child. Skill areas covered are motor development, visual development, visual motor development (including fine motor and pre-writing skills), auditory development, haptic development, body concept development, affect development, and academic development in the areas of reading and language, mathematics, and science. Classroom organization is also discussed. (KW)

ED 056 440 EC 040 481
Computer Based Project for the Evaluation of Media for the Handicapped. Second Annual Report, July 1, 1970 - June 30, 1971.

Syracuse City School District, N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 71

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computers, *Evaluation, *Exceptional Child Research, *Handicapped Children, Inservice Teacher Education, *Instructional Media

Project objective for the second year of the Computer Based Project for the Evaluation of Media for the Handicapped was development of a functional system for evaluation. The evaluation system was intended to be neutral to both type of material being evaluated and population of handicapped children. Development of the functional system for evaluation of media was supported by establishment of a data bank of media and student characteristics, inservice teacher training for six persons on principles of instructional technology, discussions and work sessions held with the staff of the Evaluation Unit of the Buffalo Special Education Instructional Materials Centers, and information dissemination activities. Administrative procedures for collecting, analyzing, and storing data have been developed and modified according to needs. Research findings and questions generated included: effects of pretest and posttest design; automated versus nonautomated testing situations; effects of captioning and audio stimuli; and other related investigations. Appended were diagrammatic models of the evaluation system. (CB)

ED 056 441 EC 040 482
Stott, D. H.

A Case of Pseudo-Retardation.

Guelph Univ. (Ontario).

Pub Date [71]

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Case Studies, Clinical Diagnosis, *Exceptional Child Education, Maturation, *Mentally Handicapped, Parent Influence, *Role Playing

Review of a case study of a 4-year-old girl who assumed the role of a retardate reveals that the girl probably suffered multiple congenital impairments of a minor character that affected the central nervous system and the structures governing social behavior and maturation. The stated basis for pseudo-retardation is the person's ability to function at a normal level at certain times or in some areas. In a general discussion of pseudo-retardation, the author advocates that clinical diagnosis of retardation needs to include assessment of the motivational variable. The girl's mother is said to have accepted the diagnosis of temperamental abnormality and consequent retardation and to have reinforced the girl's dependence. The

girl's normal eye movements are said to have suggested, however, that the girl knowingly controlled behavior of those around her. Behavior change principles implemented to change her dependent behavior and intellectual development are shown to be successful. It is concluded that the girl's excessive need for attachment after the age of 1 1/2 years motivated her mother to be overprotective, which the girl exploited with a guise of retardation. (CB)

ED 056 442 **EC 040 483**

House, Ernest R. And Others
Patterns of Cognitive and Affective Emphasis in Gifted and Average Classes.
Illinois Univ., Urbana. Center for Instructional Research and Curriculum Evaluation.
Pub Date Feb 71

Note—16p.; Paper presented at the American Educational Research Association (New York, New York, February 7, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, Cognitive Development, Educational Programs, *Exceptional Child Research, *Gifted, *Program Evaluation, *State Programs, Thought Processes

Identifiers—*Illinois

Data from a Class Activities Questionnaire was used in the evaluation of the state gifted program in Illinois to determine patterns of cognitive and affective emphasis in gifted and average classes. Significant differences were found in the degree of emphasis on higher thought processes, classroom focus, and classroom climate. Significant differences were also found between average and gifted classes on two statistical factors: application, synthesis, enthusiasm, and independence; and memory and test/grade stress. Differences were: average classes emphasized two or less thought processes, while gifted classes emphasized three or more; average classes emphasized only one higher thought process, while gifted classes emphasized two or more; average classes emphasized three of seven levels of thinking, while gifted classes emphasized six of seven; average classes had a higher amount of teacher talk; average classes had little chance for discussion, while gifted classes had much; test/grade stress was characteristic of average classes and not characteristic of gifted classes; average classes revealed an absence of enthusiasm, while gifted classes revealed an abundance; and average classes allowed independence in a fourth of the classes, while gifted classes allowed independence most of the time. (CB)

ED 056 443 **EC 040 484**

Savino, Michael T. And Others
What Impedes the Provision of Services to the Retarded Through Community Mental Health Programs.

California State Dept. of Rehabilitation, Sacramento.
Pub Date Jun 71

Note—14p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (94th, Washington, D.C., May 29, 1970)

Available from—Rehabilitation Research Reports, Department of Rehabilitation, 714 "P" Street, Sacramento, California 95814

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Attitudes, *Community Resources, *Community Services, *Exceptional Child Services, Guidelines, *Mental Health Clinics, *Mentally Handicapped, Program Effectiveness

Discussed in general terms are various impediments to provision of services to the mentally handicapped through community mental health programs. The authors first state the most community health programs are ineffective in that they essentially ignore planning and provision of services to mentally handicapped persons. Then the authors attempt to determine reasons for the under-utilization of community health program resources. Probable reasons for lack of services discussed include: the social stigma attached to being mentally handicapped; patterns of American culture; attitudes of professional persons; attitudes of psychiatrists and psychiatric services; influences of various volunteer agencies; and systems impediments. In conclusion, guidelines are presented for designing a service delivery system, which include: define, analyze, and quantify problem; formulate solution; identify, quanti-

fy, and inventory resources required to implement solution; determine extent to which additional resources are required; develop information base that will justify allocation of necessary funds; recruit additional resources; implement solution; and evaluate solution. (CB)

ED 056 444 **40** **EC 040 485**

Chalfont, James C. And Others
Systematic Instruction for Retarded Children: The Illinois Program - Experimental Edition. Final Report.

Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-1025

Pub Date Aug 70

Grant—OEG-0-8-001025-1777(032)

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Custodial Mentally Handicapped, *Exceptional Child Research, *Language Development, *Mentally Handicapped, *Mongolism, *Program Evaluation, Trainable Mentally Handicapped

The study sought to develop an integrated training program for children with mongolism based on their observed assets and deficits. The program's three major curricular emphases were self care skills, language development, and motor development needed in recreational activities. The teaching techniques included task analysis, behavior modification, systematic language instruction, and errorless learning. Field testing of the systematic language instruction area of curriculum was conducted in nine classes for custodial and trainable mentally handicapped children in three states. Four teachers received extensive training and supervision; four other teachers received minimal supervision; and one teacher was supervised by long-distance contacts. As a control, four contrast teachers used different curricula. Research findings were that teachers not previously exposed to systematic language instruction could, with supervision, effectively use it, and that retarded children taught by the systematic language instruction achieved better on a set of language concepts than did children exposed to a different method. The study was concluded with the recommendation that a number of demonstration centers be developed. (For related programed instruction guidelines, see EC 040 486, 040 539-41.) (CB)

ED 056 445 **EC 040 486**

Chalfont, James C. Silikovitz, Ronald G.

Systematic Instruction for Retarded Children: The Illinois Program - Experimental Edition. Part I: Teacher-Parent Guide.

Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-1025

Pub Date Aug 70

Grant—OEG-0-8-001025-1777(032)

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, Curriculum, *Educational Methods, *Educational Programs, *Exceptional Child Education, *Guidelines, Language Development, Lesson Plans, *Mentally Handicapped, Motor Development, Parent Education, Self Care Skills, Teacher Education

The teacher parent guide to systematic instruction for retarded children in the Illinois program explains program content, curriculum decisions, lesson plan descriptions, and behavioral analysis and management. The Illinois educational method is characterized by: total push program with coordinated instructional effort, specific curricular procedures, task analysis, behavior modification, economic and systematic language, errorless learning. Areas of program content include: systematic language instruction; self care skills such as dressing, dining, toileting, and grooming; and motor development skills. Guidelines to curriculum decisions suggest observation of child's daily activities, keeping a written record of child's behavior, studying the curriculum by means of task analysis, and stating educational objectives in terms of what the child must do. Each major curricular area is explained to consist of an introductory section and a series of model lesson plans that detail the instructional procedures. The teacher's verbal and physical behavior are broken

down into specific steps. The lesson plans indicate when the teacher needs to give the child reinforcement, cues, prompts, assistance, and correction. Behavioral analysis is then defined as a technology for management and instruction of children; basic principles and procedures are clarified. (CB)

ED 056 446 **40** **EC 040 487**

Bologa, James F. And Others

The Measurement and Comparison of Variables Related to Driver and Highway Safety Between Educable Mentally Retarded and Normal High School Age Students in Pennsylvania. Final Report.

Millersville State Coll., Pa.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No—BR-48-2062

Pub Date Feb 71

Grant—OEG-0-9-48-2062-1326(032)

Note—234p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Driver Education, *Educable Mentally Handicapped, *Exceptional Child Research, Individual Characteristics, Mentally Handicapped, Perception, Perceptual Motor Coordination, Predictive Measurement, Safety Education, *Traffic Accidents, *Traffic Safety

The study was conducted to measure variables related to safe driving and to designate factors predictive of success in driving safety of educable mentally retarded (EMR) students as compared to normal students. Subjects were 349 EMR and 443 intellectually normal students (ages 16-20), who were evaluated in the following areas: visual acuity, visual organization, field of vision, depth perception, eye-hand coordination, class in school, residence, father's occupation, reaction time, and emotional maturity. Driving records (accidents and violations) were compared to test results. Findings showed the following factors related to accident and violation rate: age (for normals), weight (for normals and female EMRs), class in school (for both groups), city or suburban residence (for both groups), and higher skill level of father (for female EMRs and normals). Wearing of glasses for female EMRs was related to not having accidents; handedness was unrelated for both groups. Also reported were the relationship of the scores of the various tests administered to driving records. Scores related to having accidents were high visual acuity, low distance judgment (for EMRs), high field of vision, not having had Driver Education (for EMRs), and having had Driver Education (for female normals). (KW)

ED 056 447 **EC 040 539**

Tawney, James W. Hipsher, Lee Wright

Systematic Instruction for Retarded Children: The Illinois Program - Experimental Edition. Part II: Systematic Language Instruction.

Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-1025

Pub Date Aug 70

Grant—OEG-0-8-001025-1777(032)

Note—277p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Behavior Change, *Exceptional Child Education, *Guidelines, *Language Instruction, Lesson Plans, *Mentally Handicapped, *Programed Instruction, Programed Materials, Reinforcement, Teaching Methods, Trainable Mentally Handicapped

The teacher's manual on programed language instruction for trainable mentally handicapped children consists of curriculum of basic level vocabulary and teaching methods of small group instruction, reinforcement techniques, and specific learning principles. Distinctive features of the program are said to be: controlled language statements and questions designed to limit the stimuli to which the child responds; provision for child response at motor level, in addition to vocal level; direct, tutorial instruction; controlled learning environment; use of immediate, positive reinforcement techniques; analysis of learning tasks; pretest-teach-posttest sequence; teaching to a specified criterion; specification of prerequisite skills; and programming for the classroom teacher. Manual guidelines consist of four major areas. First, detailed guidelines instruct the teacher on programming himself for the highly structured cur-

riculum. The second section on prerequisite behaviors for language instruction and the third section on vocabulary meaning and usage include model lesson plans. A master word list and a materials list comprise the fourth section and are the basis for the language curriculum and teaching methods presented. (For related programmed instruction guidelines, see EC 040 485-6, 040 540-1.) (CB)

ED 056 448 EC 040 540

Linford, Maxine D. And Others

Systematic Instruction for Retarded Children: The Illinois Program. Part III: Self-Help Instruction. Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1025

Pub Date Aug 70

Grant—OEG-0-8-001025(032)

Note—150p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavior Change, *Exceptional Child Education, *Guidelines, Lesson Plans, *Mentally Handicapped, *Programmed Instruction, Programed Materials, Reinforcement, *Self Care Skills, Teaching Methods, Trainable Mentally Handicapped

The manual for programed instruction of self care skills for trainable mentally handicapped children consists of dressing, dining, grooming, and toilet training. Teaching methods used include behavioral analysis and management, task analysis, and errorless learning. The lesson plans in each section are programed to maximize the child's success at each level of learning. Detailed guidelines instruct the parent or child care worker in what he should say and do at each step of instruction. The programed instruction is designed so that the child's dependence on the parent or child care worker for reinforcement decreases as the child becomes proficient at the task. The dressing program includes 12 model lesson plans for instruction in undressing and dressing as it pertains to various articles of clothing. The dining program consists of a model lesson plan on good eating and instruction on behavioral management of inappropriate dining behaviors. The grooming program is comprised of model lesson plans on tooth brushing, hand washing, hair brushing, nose blowing, and related skills. The toilet training program includes basic toilet training information and programed instruction. (For related programed instruction guidelines, see EC 040 485-6, 040 539, 040 541.) (CB)

ED 056 449 EC 040 541

Linford, Anthony G. Jeanrenaud, Claudine Y.

Systematic Instruction for Retarded Children: The Illinois Program - Experimental Edition. Part IV: Motor Performance and Recreation Instruction.

Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1025

Pub Date Aug 70

Grant—OEG-0-8-001025-1777(032)

Note—120p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Exceptional Child Education, Guidelines, Handicrafts, Lesson Plans, *Mentally Handicapped, *Motor Development, Music, *Programed Instruction, Programed Materials, *Recreation, Trainable Mentally Handicapped

The manual of programed instruction for motor skills and recreational activities for trainable mentally handicapped children includes guidelines on basic recreation movements, rhythm in music, handicrafts, and miscellaneous activities. The guidelines employ principles of behavior change and direct instruction. Detailed programed instruction lists terminal behaviors required from the child when the final task request is mastered. The justification of each skill selected, prerequisite skills, necessary instructional materials and advanced skills are explained. Evaluation criteria for the model lesson plans are provided. Model lesson plans are presented for 18 basic movements that involve one or a combination of the following gross motor movements: balance, object projection, object reception, body projection, and body recep-

tion. The rhythm section consists of model lesson plans on four attributes thought to be necessary for musical rhythm readiness: stop and go, loud and soft, fast and slow, and combining dimensions of loudness and fastness. The arts and crafts section includes model lesson plans on modeling with clay, drawing, pasting with glue, painting, and cutting with scissors. The last section concerns 12 miscellaneous activities such as bead threading. (For related programed instruction guidelines, see EC 040 485-6, 040 539-40.) (CB)

ED 056 450 40 EC 040 542

Bijou, Sidney W.

Application of Behavioral Principles to the Remedial Instruction of Retarded and Emotionally Disturbed Young Children. Final Report.

Illinois Univ., Champaign. Child Behavior Lab.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-23-2030

Pub Date Aug 71

Grant—OEG-0-9-232030-0762(032)

Note—166p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, *Behavior Change, *Curriculum Development, *Emotionally Disturbed, *Exceptional Child Research, Instructional Materials, *Mentally Handicapped, Primary Grades, Remedial Programs, Special Classes, Teaching Methods

Empirical behavior principles were applied to the development of remedial teaching procedures and materials for retarded and emotionally disturbed students ages 5-8. Students were referred by schools as severe behavior problems or extreme learning disability cases; intelligence ranged from retarded to normal. Research, conducted in two laboratory classrooms, involved the individual-organism design in which each child served as his own control. Research on preparing programed instructional materials resulted in individualized programs in beginning reading, arithmetic, writing, spelling, and language. Research on procedures included development of individual pupil assessment techniques, a structure for the class day, techniques for modifying social-emotional behavior in the classroom, procedures for training the teacher's assistant and parents, and analysis of associated theoretical and methodological problems. Conclusions were that handicapped children can make academic and personal-emotional-social progress in such special classes at the primary level; that teacher aides are necessary to help with individualized instruction; that the teacher training curriculum needs to include behavioral technology; and that, with modifications, findings can be incorporated into public school special classes. (KW)

ED 056 451 EC 040 596

Trudeau, Elaine. Ed.

Digest of State and Federal Laws: Education of Handicapped Children.

Council for Exceptional Children, Arlington, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 71

Note—252p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202 (\$7.50)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Exceptional Child Education, *Federal Legislation, *Handicapped Children, Legislation, *State Legislation, State Standards, State Surveys

The summary of legal provisions for the education of handicapped children represents the status of state and federal laws through September, 1971. In digest form the laws of the 50 states and the District of Columbia are presented. Within each state's section, descriptions of statutory provisions are grouped by subject category: right to an education, population (definition), identification and placement, administrative responsibility, planning, and finance, administrative structure and organization, services, private schools, personnel, and facilities. References to statute numbers are provided. The second part of the digest summarizes federal laws pertaining to the education of handicapped children. Organization is by statute rather than subject category. Fifteen federal laws are covered. (KW)

ED 056 452 EC 040 597

Weintraub, Frederick J. And Others

State Law and Education of Handicapped Children: Issues and Recommendations.

Council for Exceptional Children, Arlington, Va. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 71

Note—140p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202 (\$3.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Exceptional Child Education, *Handicapped Children, Legislation, *Models, *State Legislation, State Standards, State Surveys

The examination of state law and the education of handicapped children is intended as a guide for persons seeking change in direction, a rationale, and a model for statutory provisions for exceptional child education. Issues discussed relate specifically to the special legal provisions needed by handicapped children. Background information is presented, the current status of state law summarized, and recommendations presented on the following aspects of state law and exceptional child education: the right to an education, the handicapped population and definitions of such, identification and placement, administrative responsibility, planning and coordination of resources, finance, administrative structures and organization of school districts, educational services, private schools, teachers and other educational personnel, and facilities. Concluding the book is a comprehensive set of model statutory provisions intended to assist states wishing to revise or create laws relating to the education of the handicapped. The models are designed to be incorporated into the comprehensive school law applying to all children in a state. (KW)

ED 056 453 EC 040 598

Dybwad, Rosemary F., Ed.

International Directory of Mental Retardation Resources.

President's Committee on Mental Retardation, Washington, D.C.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date 71

Note—317p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Agencies, *Directories, *Foreign Countries, Government Role, *International Organizations, International Programs, *Mentally Handicapped, Mental Retardation, National Organizations, Research and Development Centers, Services

The directory lists and describes governmental and voluntary agencies, research, and other resources in the field of mental retardation in foreign countries. The first section, on international organizations, gives names, addresses, names of directors, and one or more paragraphs of description for the United Nations and its specialized agencies, inter-governmental agencies, international non-governmental organizations, international coordinating agencies, and regional non-governmental organizations. The second section, which constitutes the major portion of the directory, contains individual country reports for 60 countries. Each country's section contains a general description of the country and its provisions for education and services, listings of governmental agencies with definite mental retardation responsibilities, voluntary organizations, research institutes and programs, serial and other publications, and brief descriptive notes on program areas (case finding, diagnosis and assessment, consultation to parents, education, work training and employment, medical care, residential care, financial assistance, recreation, research, personnel training, planning), and other information for visitors interested in mental retardation. (KW)

ED 056 454 EC 040 599

Donlon, Edward T. Curtis, W. Scott

The Development and Evaluation of a Video-Tape Protocol for the Examination of Multicapped Deaf-Blind Children.

Georgia Univ., Athens.; Syracuse Univ., N.Y. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 70

Grant—OEG-0-9-422134-2764(032)

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, Behavior Rating Scales, *Communication Skills, *Deaf Blind, *Exceptional Child Education, *Multiply Handicapped, Program Development, Program Evaluation, Statistical Data, *Video Tape Recordings

Due to the belief that written communication about a deaf blind child among professional examiners and treatment agencies can be more accurate and precise, the experimenters developed and evaluated a video tape protocol for the examination of the communication skills of 20 multiply handicapped deaf blind children, who ranged from 3 to 8 years in age. The video tape project stresses interaction of the experimenters with numerous professional consultants and judges experienced in management, education, examination, and evaluation of multiply handicapped children. Prototype development utilizes Behavior Stimulation Procedures (BSP) which consist of five 10-minute units: unstructured orientation of child in examining area, child's task orientation and ability to perform simple everyday tasks, stimulus orientation in which the child is bombarded with sensory stimuli, interpersonal orientation, and interview with person working with child. Ten consultant judges, using a prototype video tape procedure and behavior rating scale, which consists of the following eight behavior categories: auditory, visual, tactile, and gustatory-olfactory receptive behaviors; and object centered, people centered, tactile motor expressive, and oral expressive communication (see EC 040 600 for scale), evaluate each 10-minute segment of the 20 films, yielding 8000 discrete data items. Project evaluation indicates the films are successful. (CB)

ED 056 455

EC 040 600

Curtis, W. Scott. Donlon, Edward T.
Video Tape Recording Evaluation Protocol
Behavior Rating Form - Part 1: Communication.

Georgia Univ., Athens; Syracuse Univ., N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 70
Grant—OEG-0-9-422134-2764(032)

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Rating Scales, *Communication Skills, *Deaf Blind, *Exceptional Child Education, *Multiply Handicapped, Video Tape Recordings

Presented is the behavior rating scale designed for use with a video tape protocol for examination of multiply handicapped deaf blind children, whose development and evaluation are discussed in EC 040 599. The behavioral rating scale consists of five sections: unstructured orientation of child in examining area, child's task orientation and ability to perform simple everyday tasks, stimulus orientation in which the child is bombarded with sensory stimuli, interpersonal orientation, and interview with person working with child. The behavioral stimulation procedures for each section include brief explanation of that section's purpose, materials and setting, examiner's role, and time permitted for the section. Each of the five sections also involve rating the child's behavior in eight categories: auditory, visual, tactile, and gustatory-olfactory reception; object and people centered communication; and tactile-motor and oral expressive communication. Provision is also made for the teaching, research, and clinical use of the video tape recording under examination. (CB)

ED 056 456

EC 040 601

Higginbotham, James M.
Closed Circuit TV with Handicapped Children.
Final Report.

Orange County Public Schools, Orlando, Fla.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No—BR-480-7001
Pub Date Sep 71

Grant—OEG-4-8-005098-0034-056

Note—71p.

Available from—Gateway School, 4000 Silver Star Road, Orlando, Florida 32808

Document Not Available from EDRS.

Descriptors—Behavior Change, Case Studies, *Educational Programs, *Emotionally Disturbed, *Exceptional Child Education,

*Program Development, Program Evaluation,

*Televised Instruction, Video Tape Recordings

Presented are development and evaluation of a school's 3-year program using closed circuit television (CCTV) with emotionally disturbed children, aged 6 to 13 years. The major program objective is to help the children develop skills and knowledge necessary for their continued participation in school through the 12th grade. The school has five fixed, remotely controlled cameras located in five different rooms. Discussion of management considerations includes time distribution of director, psychologist, coordinator, teachers, video engineer, pupils, parents, and visitors. Information dissemination means for the school's program consist of personal visits to the school, letters, speeches, films, and others. Video tape films of many of the school's 200 children were taken so that teachers and students could observe themselves in operation. The evaluation focuses on the contribution of CCTV to the school's entire educational program and is shown to run into problems in that the contribution of CCTV to any student's behavior change cannot be demonstrated, although the films intuitively seemed to help bring about behavioral changes. Four case studies conclude the work. (CB)

ED 056 457

EC 040 602

Standards for Residential Facilities for the Mentally Retarded.

Joint Commission on Accreditation of Hospitals, Chicago, Ill.

Spons Agency—Public Health Service (DHEW), Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 71
Note—148p.

Available from—American Association on Mental Deficiency, 5201 Connecticut Avenue, N.W., Washington, D.C. 20015 (\$1.00)

Document Not Available from EDRS.

Descriptors—Administrative Policy, *Exceptional Child Services, *Mentally Handicapped, Residential Care, *Residential Programs, *Residential Schools, Services, *Standards

Presented are standards for residential facilities for the mentally retarded that were developed by the Joint Commission on Accreditation of Hospitals. The accreditation process is said to have two major objects: setting standards for services and determining the degree to which a specific services complies with the designated standards. The preface notes briefly the historical background of the Accreditation Council. Examination of administrative policies and practices includes philosophy, location, organization, general policies and practices, admission and release, and personnel policies. Delineation of the standards for resident living covers staff resident relationships and activities, food service, clothing, health, hygiene, grooming, grouping and organization of living units, resident living staff, and design and equipment of living units. Standards for professional and special programs and services consists of the following areas: dentistry, education, food and nutrition, library, medicine, nursing, pharmacy, physical and occupational therapy, psychology, recreation, religion, social work, speech pathology and audiology, vocational rehabilitation, and volunteer services. Standards are established also for records, research, safety and sanitation, and administrative support services. (CB)

ED 056 458

EC 040 603

Papers on the Early Identification of Exceptional Children.

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date 71
Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classification, *Handicapped Children, *Identification, *Primary Grades, *Teacher Role

Intended especially for primary grade teachers, the nine papers provide general information regarding the characteristics of various kinds of handicapped children to assist teachers with early identification, making referrals, and educational programming. Articles explain the purpose of special education; why early identification of the mentally retarded is important; the health implications for early elementary handicapped children; the effects of learning disabilities on primary grade children and how to identify them; the

difficulty, importance, and ways of identifying the visually impaired; the consequences of hearing impairment on language development and intellectual achievement; and the teacher's role in speech correction. Identified in each case are the classical characteristics of children categorized as retarded health impaired, learning disabled, visually handicapped, and aurally handicapped. In addition, papers review the psychological aspects of a handicap and suggest how and where teachers can obtain help for a handicapped child. (KW)

ED 056 459

EC 040 604

Silberman, Al

Handbook for Teaching Emotionally Handicapped Children.

Arizona State Dept. of Education, Phoenix. Div. of Special Education.

Pub Date 71
Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, *Educational Programs, *Emotionally Disturbed, *Exceptional Child Education, Guidelines, *Program Development, Program Planning, State Standards

Identifiers—Arizona

The handbook is intended to assist school districts in Arizona establish effective educational programs for emotionally handicapped children. Information on policies for initiation, organization, and operation of programs is provided, as are recommendations for academic programming, use of ancillary personnel, and behavior management techniques. Basic considerations in establishing a program which are discussed include self-contained and resource programs, teacher and teacher aide selection, physical facilities, and grouping. The examination of selection procedures and personnel needed covers various facets of screening and evaluation and the involvement of school personnel in the screening process. A suggested program for the emotionally handicapped, which emphasizes academic and social skills, presents suggestions on preparatory steps, pupil evaluation, curriculum, motivation, class management, intervention methods, and phasing children into the regular program. (KW)

EM

ED 056 460

EM 009 303

Jelden, David L.

Predicting Success in an Individualized Multimedia Instruction Program Using Variables of Aptitude and Personality.

University of Northern Colorado, Greeley.

Pub Date 71
Note—158p.; An inquiry into learner controlled education

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Achievement, Achievement Tests, Aptitude, Films, *Individualized Instruction, *Multimedia Instruction, Programmed Instruction, Slides, Teaching Methods

A study was devised to investigate the effectiveness of predicting success and failure in an individualized multimedia course in electronics. The media available included programed texts, slides, 16 mm. films, and textbooks. Measures of psychological and ability factors of the 136 subjects who participated were taken by means of the Edwards Personal Preference Schedule (EPPS) and the General Aptitude Test Battery (GATB). Subjects were divided into low and high achievers according to their grade in the electronics course. In addition, data were obtained from personal interviews, teacher anecdotal records, and answers to student questionnaires. Findings suggested that media as a sole means of instruction may not be suited for all learners, but works well for most, and is superior to traditional classroom instruction. Also, results indicated that 1) select factors of the EPPS and GATB (especially intelligence) were capable of predicting achievement within the multimedia environment used for this study, 2) whether the high achiever uses verbal or visual media is not critical since success for him can be achieved with any media, and 3) the majority of students said they liked the system and would recommend its continuance in the course. (SH)

riculum. The second section on prerequisite behaviors for language instruction and the third section on vocabulary meaning and usage include model lesson plans. A master word list and a materials list comprise the fourth section and are the basis for the language curriculum and teaching methods presented. (For related programed instruction guidelines, see EC 040 485-6, 040 540-1.) (CB)

ED 056 448 EC 040 540

Linford, Maxine D. And Others
Systematic Instruction for Retarded Children: The Illinois Program. Part III: Self-Help Instruction.
Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-7-1025

Pub Date Aug 70

Grant—OEG-0-8-001025(032)

Note—150p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavior Change, *Exceptional Child Education, *Guidelines, Lesson Plans, *Mentally Handicapped, *Programed Instruction, Programed Materials, Reinforcement, *Self Care Skills, Teaching Methods, Trainable Mentally Handicapped

The manual for programed instruction of self care skills for trainable mentally handicapped children consists of dressing, dining, grooming, and toilet training. Teaching methods used include behavioral analysis and management, task analysis, and errorless learning. The lesson plans in each section are programed to maximize the child's success at each level of learning. Detailed guidelines instruct the parent or child care worker in what he should say and do at each step of instruction. The programed instruction is designed so that the child's dependence on the parent or child care worker for reinforcement decreases as the child becomes proficient at the task. The dressing program includes 12 model lesson plans for instruction in undressing and dressing as it pertains to various articles of clothing. The dining program consists of a model lesson plan on good eating and instruction on behavioral management of inappropriate dining behaviors. The grooming program is comprised of model lesson plans on tooth brushing, hand washing, hair brushing, nose blowing, and related skills. The toilet training program includes basic toilet training information and programed instruction. (For related programed instruction guidelines, see EC 040 485-6, 040 539, 040 541.) (CB)

ED 056 449 EC 040 541

Linford, Anthony G. Jeanrenaud, Claudine Y.
Systematic Instruction for Retarded Children: The Illinois Program - Experimental Edition. Part IV: Motor Performance and Recreation Instruction.

Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-1025

Pub Date Aug 70

Grant—OEG-0-8-001025-1777(032)

Note—120p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Exceptional Child Education, Guidelines, Handicrafts, Lesson Plans, *Mentally Handicapped, *Motor Development, Music, *Programed Instruction, Programed Materials, *Recreation, Trainable Mentally Handicapped

The manual of programed instruction for motor skills and recreational activities for trainable mentally handicapped children includes guidelines on basic recreation movements, rhythm in music, handicrafts, and miscellaneous activities. The guidelines employ principles of behavior change and direct instruction. Detailed programed instruction lists terminal behaviors required from the child when the final task request is mastered. The justification of each skill selected, prerequisite skills, necessary instructional materials and advanced skills are explained. Evaluation criteria for the model lesson plans are provided. Model lesson plans are presented for 18 basic movements that involve one or a combination of the following gross motor movements: balance, object projection, object reception, body projection, and body recep-

tion. The rhythm section consists of model lesson plans on four attributes thought to be necessary for musical rhythm readiness: stop and go, loud and soft, fast and slow, and combining dimensions of loudness and fastness. The arts and crafts section includes model lesson plans on modeling with clay, drawing, pasting with glue, painting, and cutting with scissors. The last section concerns 12 miscellaneous activities such as bead threading. (For related programed instruction guidelines, see EC 040 485-6, 040 539-40.) (CB)

ED 056 450 40 EC 040 542

Bijou, Sidney W.
Application of Behavioral Principles to the Remedial Instruction of Retarded and Emotionally Disturbed Young Children. Final Report.

Illinois Univ., Champaign. Child Behavior Lab.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-23-2030

Pub Date Aug 71

Grant—OEG-0-9-232030-0762(032)

Note—166p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, *Behavior Change, *Curriculum Development, *Emotionally Disturbed, *Exceptional Child Research, Instructional Materials, *Mentally Handicapped, Primary Grades, Remedial Programs, Special Classes, Teaching Methods

Empirical behavior principles were applied to the development of remedial teaching procedures and materials for retarded and emotionally disturbed students ages 5-8. Students were referred by schools as severe behavior problems or extreme learning disability cases; intelligence ranged from retarded to normal. Research, conducted in two laboratory classrooms, involved the individual-organism design in which each child served as his own control. Research on preparing programed instructional materials resulted in individualized programs in beginning reading, arithmetic, writing, spelling, and language. Research on procedures included development of individual pupil assessment techniques, a structure for the class day, techniques for modifying social-emotional behavior in the classroom, procedures for training the teacher's assistant and parents, and analysis of associated theoretical and methodological problems. Conclusions were that handicapped children can make academic and personal-emotional-social progress in such special classes at the primary level; that teacher aides are necessary to help with individualized instruction; that the teacher training curriculum needs to include behavioral technology; and that, with modifications, findings can be incorporated into public school special classes. (KW)

ED 056 451 EC 040 596

Trudeau, Elaine, Ed.
Digest of State and Federal Laws: Education of Handicapped Children.

Council for Exceptional Children, Arlington, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 71

Note—252p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202 (\$7.50)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Exceptional Child Education, *Federal Legislation, *Handicapped Children, Legislation, *State Legislation, State Standards, State Surveys

The summary of legal provisions for the education of handicapped children represents the status of state and federal laws through September, 1971. In digest form the laws of the 50 states and the District of Columbia are presented. Within each state's section, descriptions of statutory provisions are grouped by subject category: right to an education, population (definition), identification and placement, administrative responsibility, planning, and finance, administrative structure and organization, services, private schools, personnel, and facilities. References to statute numbers are provided. The second part of the digest summarizes federal laws pertaining to the education of handicapped children. Organization is by statute rather than subject category. Fifteen federal laws are covered. (KW)

ED 056 452 EC 040 597

Weintraub, Frederick J. And Others
State Law and Education of Handicapped Children: Issues and Recommendations.

Council for Exceptional Children, Arlington, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 71

Note—140p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202 (\$3.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Exceptional Child Education, *Handicapped Children, Legislation, *Models, *State Legislation, State Standards, State Surveys

The examination of state law and the education of handicapped children is intended as a guide for persons seeking change in direction, a rationale, and a model for statutory provisions for exceptional child education. Issues discussed relate specifically to the special legal provisions needed by handicapped children. Background information is presented, the current status of state law summarized, and recommendations presented on the following aspects of state law and exceptional child education: the right to an education, the handicapped population and definitions of such, identification and placement, administrative responsibility, planning and coordination of resources, finance, administrative structures and organization of school districts, educational services, private schools, teachers and other educational personnel, and facilities. Concluding the book is a comprehensive set of model statutory provisions intended to assist states wishing to revise or create laws relating to the education of the handicapped. The models are designed to be incorporated into the comprehensive school law applying to all children in a state. (KW)

ED 056 453 EC 040 598

Dybwad, Rosemary F., Ed.
International Directory of Mental Retardation Resources.

President's Committee on Mental Retardation, Washington, D.C.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date 71

Note—317p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Agencies, *Directories, *Foreign Countries, Government Role, *International Organizations, International Programs, *Mentally Handicapped, Mental Retardation, National Organizations, Research and Development Centers, Services

The directory lists and describes governmental and voluntary agencies, research, and other resources in the field of mental retardation in foreign countries. The first section, on international organizations, gives names, addresses, names of directors, and one or more paragraphs of description for the United Nations and its specialized agencies, inter-governmental agencies, international non-governmental organizations, international coordinating agencies, and regional non-governmental organizations. The second section, which constitutes the major portion of the directory, contains individual country reports for 60 countries. Each country's section contains a general description of the country and its provisions for education and services, listings of governmental agencies with definite mental retardation responsibilities, voluntary organizations, research institutes and programs, serial and other publications, and brief descriptive notes on program areas (case finding, diagnosis and assessment, consultation to parents, education, work training and employment, medical care, residential care, financial assistance, recreation, research, personnel training, planning), and other information for visitors interested in mental retardation. (KW)

ED 056 454 EC 040 599

Donlon, Edward T. Curtis, W. Scott
The Development and Evaluation of a Video-Tape Protocol for the Examination of Multicapped Deaf-Blind Children.

Georgia Univ., Athens.; Syracuse Univ., N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 70

Grant—OEG-0-9-422134-2764(032)

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, Behavior Rating Scales, *Communication Skills, *Deaf Blind, *Exceptional Child Education, *Multiply Handicapped, Program Development, Program Evaluation, Statistical Data, *Video Tape Recordings

Due to the belief that written communication about a deaf blind child among professional examiners and treatment agencies can be more accurate and precise, the experimenters developed and evaluated a video tape protocol for the examination of the communication skills of 20 multiply handicapped deaf blind children, who ranged from 3 to 8 years in age. The video tape project stresses interaction of the experimenters with numerous professional consultants and judges experienced in management, education, examination, and evaluation of multiply handicapped children. Prototype development utilizes Behavior Stimulation Procedures (BSP) which consist of five 10-minute units: unstructured orientation of child in examining area, child's task orientation and ability to perform simple everyday tasks, stimulus orientation in which the child is bombarded with sensory stimuli, interpersonal orientation, and interview with person working with child. Ten consultant judges, using a prototype video tape procedure and behavior rating scale, which consists of the following eight behavior categories: auditory, visual, tactile, and gustatory-olfactory receptive behaviors; object centered, people centered, tactile motor expressive, and oral expressive communication (see EC 040 600 for scale), evaluate each 10-minute segment of the 20 films, yielding 8000 discrete data items. Project evaluation indicates the films are successful. (CB)

ED 056 455

EC 040 600

Curtis, W. Scott Donlon, Edward T.
Video Tape Recording Evaluation Protocol
Behavior Rating Form - Part 1: Communication.

Georgia Univ., Athens; Syracuse Univ., N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 70

Grant—OEG-0-9-422134-2764(032)

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Rating Scales, *Communication Skills, *Deaf Blind, *Exceptional Child Education, *Multiply Handicapped, Video Tape Recordings

Presented is the behavior rating scale designed for use with a video tape protocol for examination of multiply handicapped deaf blind children, whose development and evaluation are discussed in EC 040 599. The behavioral rating scale consists of five sections: unstructured orientation of child in examining area, child's task orientation and ability to perform simple everyday tasks, stimulus orientation in which the child is bombarded with sensory stimuli, interpersonal orientation, and interview with person working with child. The behavioral stimulation procedures for each section include brief explanation of that section's purpose, materials and setting, examiner's role, and time permitted for the section. Each of the five sections also involve rating the child's behavior in eight categories: auditory, visual, tactile, and gustatory-olfactory reception; object and people centered communication; and tactile-motor and oral expressive communication. Provision is also made for the teaching, research, and clinical use of the video tape recording under examination. (CB)

ED 056 456

EC 040 601

Higginbotham, James M.

Closed Circuit TV with Handicapped Children.
Final Report.

Orange County Public Schools, Orlando, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No—BR-480-7001

Pub Date Sep 71

Grant—OEG-4-8-005098-0034-056

Note—71p.

Available from—Gateway School, 4000 Silver Star Road, Orlando, Florida 32808

Document Not Available from EDRS.

Descriptors—Behavior Change, Case Studies, *Educational Programs, *Emotionally Disturbed, *Exceptional Child Education,

*Program Development, Program Evaluation,

*Televised Instruction, Video Tape Recordings

Presented are development and evaluation of a school's 3-year program using closed circuit television (CCTV) with emotionally disturbed children, aged 6 to 13 years. The major program objective is to help the children develop skills and knowledge necessary for their continued participation in school through the 12th grade. The school has five fixed, remotely controlled cameras located in five different rooms. Discussion of management considerations includes time distribution of director, psychologist, coordinator, teachers, video engineer, pupils, parents, and visitors. Information dissemination means for the school's program consist of personal visits to the school, letters, speeches, films, and others. Video tape films of many of the school's 200 children were taken so that teachers and students could observe themselves in operation. The evaluation focuses on the contribution of CCTV to the school's entire educational program and is shown to run into problems in that the contribution of CCTV to any student's behavior change cannot be demonstrated, although the films intuitively seemed to help bring about behavioral changes. Four case studies conclude the work. (CB)

ED 056 457

EC 040 602

Standards for Residential Facilities for the Mentally Retarded.

Joint Commission on Accreditation of Hospitals, Chicago, Ill.

Spons Agency—Public Health Service (DHEW), Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 71

Note—148p.

Available from—American Association on Mental Deficiency, 5201 Connecticut Avenue, N.W., Washington, D.C. 20015 (\$1.00)

Document Not Available from EDRS.

Descriptors—Administrative Policy, *Exceptional Child Services, *Mentally Handicapped, Residential Care, *Residential Programs, *Residential Schools, Services, *Standards

Presented are standards for residential facilities for the mentally retarded that were developed by the Joint Commission on Accreditation of Hospitals. The accreditation process is said to have two major objects: setting standards for services and determining the degree to which a specific services complies with the designated standards. The preface notes briefly the historical background of the Accreditation Council. Examination of administrative policies and practices includes philosophy, location, organization, general policies and practices, admission and release, and personnel policies. Delineation of the standards for resident living covers staff resident relationships and activities, food service, clothing, health, hygiene, grooming, grouping and organization of living units, resident living staff, and design and equipage of living units. Standards for professional and special programs and services consists of the following areas: dentistry, education, food and nutrition, library, medicine, nursing, pharmacy, physical and occupational therapy, psychology, recreation, religion, social work, speech pathology and audiology, vocational rehabilitation, and volunteer services. Standards are established also for records, research, safety and sanitation, and administrative support services. (CB)

ED 056 458

EC 040 603

Papers on the Early Identification of Exceptional Children.

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date 71

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classification, *Handicapped Children, *Identification, *Primary Grades, *Teacher Role

Intended especially for primary grade teachers, the nine papers provide general information regarding the characteristics of various kinds of handicapped children to assist teachers with early identification, making referrals, and educational programming. Articles explain the purpose of special education; why early identification of the mentally retarded is important; the health implications for early elementary handicapped children; the effects of learning disabilities on primary grade children and how to identify them; the

difficulty, importance, and ways of identifying the visually impaired; the consequences of hearing impairment on language development and intellectual achievement; and the teacher's role in speech correction. Identified in each case are the classical characteristics of children categorized as retarded health impaired, learning disabled, visually handicapped, and aurally handicapped. In addition, papers review the psychological aspects of a handicap and suggest how and where teachers can obtain help for a handicapped child. (KW)

ED 056 459

EC 040 604

Silberman, Al

Handbook for Teaching Emotionally Handicapped Children.

Arizona State Dept. of Education, Phoenix, Div. of Special Education.

Pub Date 71

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, *Educational Programs, *Emotionally Disturbed, *Exceptional Child Education, Guidelines, *Program Development, Program Planning, State Standards

Identifiers—Arizona

The handbook is intended to assist school districts in Arizona establish effective educational programs for emotionally handicapped children. Information on policies for initiation, organization, and operation of programs is provided, as are recommendations for academic programming, use of ancillary personnel, and behavior management techniques. Basic considerations in establishing a program which are discussed include self-contained and resource programs, teacher and teacher aide selection, physical facilities, and grouping. The examination of selection procedures and personnel needed covers various facets of screening and evaluation and the involvement of school personnel in the screening process. A suggested program for the emotionally handicapped, which emphasizes academic and social skills, presents suggestions on preparatory steps, pupil evaluation, curriculum, motivation, class management, intervention methods, and phasing children into the regular program. (KW)

EM

ED 056 460

EM 009 303

Jelden, David L.

Predicting Success in an Individualized Multimedia Instruction Program Using Variables of Aptitude and Personality.

University of Northern Colorado, Greeley.

Pub Date 71

Note—158p.; An inquiry into learner controlled education

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Achievement, Achievement Tests, Aptitude, Films, *Individualized Instruction, *Multimedia Instruction, Programmed Instruction, Slides, Teaching Methods

A study was devised to investigate the effectiveness of predicting success and failure in an individualized multimedia course in electronics. The media available included programed texts, slides, 16 mm. films, and textbooks. Measures of psychological and ability factors of the 136 subjects who participated were taken by means of the Edwards Personal Preference Schedule (EPPS) and the General Aptitude Test Battery (GATB). Subjects were divided into low and high achievers according to their grade in the electronics course. In addition, data were obtained from personal interviews, teacher anecdotal records, and answers to student questionnaires. Findings suggested that media as a sole means of instruction may not be suited for all learners, but works well for most, and is superior to traditional classroom instruction. Also, results indicated that 1) select factors of the EPPS and GATB (especially intelligence) were capable of predicting achievement within the multimedia environment used for this study, 2) whether the high achiever uses verbal or visual media is not critical since success for him can be achieved with any media, and 3) the majority of students said they liked the system and would recommend its continuance in the course. (SH)

ED 056 461

EM 009 306

Johnson, Rita B. Johnson, Stuart R.
Assuring Learning With Self Instructional Packages; or Up the Up Staircase.

Pub Date 71

Note—141p.

Available from—Self Instructional Packages, Inc.,
 P.O. Box 2009, Chapel Hill, N.C. 27514
 (\$4.50)

Document Not Available from EDRS.

Descriptors—Affective Objectives, Autoinstructional Aids, *Autoinstructional Methods, *Autoinstructional Programs, *Cognitive Objectives, *Instructional Materials, Objectives, Post Testing, Programed Materials, Programed Units, *Teacher Developed Materials, Teaching Methods, Testing

Identifiers—*Self Instructional Packages

This self-instructional manual shows teachers how to produce self-instructional units for their classes. The five steps outlined are: stating objectives, writing a posttest, preparing the package, testing the material, and revising the material. The package teachers are asked to produce is a 15-30 minute sequence of instruction which provides the student with small steps in learning the material, frequent practice, and feedback. The manual stresses attitudinal as well as cognitive objectives. Sample units, on drafting, acting, and history, are included. The style is conversational. (JK)

ED 056 462

EM 009 314

Shamberg, Michael
Guerrilla Television.

Pub Date 71

Note—108p.

Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017 (\$7.95, paperback, \$3.95)

Journal Cit—Radical Software VI N6 1971

Document Not Available from EDRS.

Descriptors—Audiovisual Communication, *Communications, Information Networks, Innovation, *Mass Media, Photography, Student Developed Materials, *Television, *Video Equipment, *Video Tape Recordings

A series of post-McLuhan perceptions reiterates that new media have made possible new ways of experiencing the world. For the young in "Media-America" who have grown up with television, completed products like books are less important than ongoing process. The best means for recording this ongoing process is videotape camera. The introduction of a low-priced (\$1,500) portable camera in 1968 made it possible for many people to do their own filming and made possible "guerrilla television." This is an alternate television which doesn't just want alternate programming played across the existing system; rather, it demands a whole new system "an information infrastructure for Media-America, a grassroots network of indigenous media activity." Existing "guerrilla television" groups are described and ways of starting one are suggested. These suggestions include types of equipment to get, what to use it for, and ways to become self-sustaining. Another suggestion is that school children be trained in videotaping as they are now in writing, so that they can film their own environment. (JK)

ED 056 463

EM 009 315

Roberts, Kenneth H. Sharples, Win, Jr.
A Primer for Film-Making; A Complete Guide to 16 mm and 35 mm Film Production.

Pub Date 71

Note—546p.

Available from—The Bobbs-Merrill Company, Inc., College Division, 4300 West 62nd Street, Indianapolis, Indiana 46268 (\$15.00, paperback, \$6.95)

Document Not Available from EDRS.

Descriptors—Audio Equipment, Budgeting, *Film Production, Lighting, Photocomposition, *Photographic Equipment, *Photography, Printing, *Production Techniques, Sound Effects, Sound Films, Sound Tracks, Special Effects

Each way to perform a particular aspect of a film production process will have its own unique effect upon the spectator—therefore, the initial task in making a film is to understand the practical techniques and use them as a base from which to develop a personal style. The technical means by which stylistic film making can be accomplished are carefully detailed and illustrated

in this guide. A chapter is devoted to an area of film making that is important to a beginner: budgets, tools of cinematography, lighting, interpreting the image, capturing the image, developing the image, the aesthetics and procedures of film editing, opticals and titles, the aesthetics of film sound, procedures for sound, and printing the image. Appended are a list of significant films, a budget outline, a glossary of American standard nomenclature for film making, and a brief bibliography. (SH)

ED 056 464

EM 009 316

Guidelines for Instructional Media Services Programs. Revised Edition.

Pennsylvania Learning Resources Association,
 Drexel Hill, Service Project and Area
 Research Center, West Chester, Pa.

Pub Date Feb 70

Note—90p.

Available from—Pennsylvania Learning Resources Association, Post Office Box 498, Drexel Hill, Pennsylvania 19026 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Educational Coordination, *Educational Equipment, Equipment Maintenance, *Guidelines, Instructional Materials, *Instructional Media, Instructional Technology, *Media Selection, Media Specialists, Organization, Personnel Needs, Purchasing

Identifiers—District Media Programs

The ideal media service program is based upon the concept that services can be rendered most effectively when unified and administered as a single, comprehensive program. Guidelines for such a program are laid down in this book. Suggestions for organizing the program include planning media services, coordinating media with curriculum and staff development, and setting up policies, procedures, standards, and means for evaluation. Instructions are given for conducting all aspects of a district media program, including selecting instructional materials, purchasing equipment, processing and cataloging materials, producing materials locally, and distributing media and servicing equipment. Duties of each staff member are detailed. Facilities and budget for the media program are described. Questionnaires for assessing media needs are provided in an appendix. (JK)

ED 056 465

EM 009 317

Hendershot, Carl H.

Programmed Learning: A Bibliography of Programs and Presentation Devices. Fourth Edition with Supplements Including the 1971 Release.

Spons Agency—National Society for Programmed Instruction, San Antonio, Tex.

Pub Date 71

Note—749p; Two Volume Set

Available from—Dr. Carl Hendershot, Hendershot Programmed Learning Consultants, 4114 Ridgewood Drive, Bay City, Michigan 48706 (\$27.00)

Document Not Available from EDRS.

Descriptors—*Autoinstructional Aids, *Bibliographies, Catalogs, Instructional Materials, *Instructional Technology, Mechanical Teaching Aids, Multimedia Instruction, *Programed Instruction, *Programed Materials, Self Pacing Machines, Teaching Machines

Over 3,500 commercial programs for use in programmed instruction are listed by subject and publisher. For each title or series, the following information is provided: approximate length in hours, approximate length in frames or pages, appropriate level for use, list price, and "other information," which often includes a description of the contents. The 55 subject areas include the liberal arts; technical, vocational, and professional training; and miscellaneous topics like bridge, chess, and boating. In addition, devices for use in the presentation of programs, multimedia instruction kits, and educational systems are listed by manufacturer. Cost and description are included for each device. This work, in two volumes, is the fourth edition and includes supplements through early 1971. (JK)

ED 056 466

EM 009 318

Proceedings of the Symposium on Cable Television.

Society of Motion Picture and Television Engineers, Inc., New York, N.Y.

Pub Date 71

Note—140p; Proceedings of a Symposium held in New York City, October 5 & 6, 1970

Available from—Society of Motion Picture and Television Engineers, 9 East 41st Street, New York, N.Y. 10017

Document Not Available from EDRS.

Descriptors—Broadcast Industry, *Cable Television, Communications, Community Antennas, Electromechanical Technology, *Electronic Equipment, Information Networks, Information Retrieval, Programing (Broadcast), *Symposia, *Telecommunication, Television, *Video Equipment

Identifiers—BCN: Broadcast Communication Network

The papers given at a symposium on cable television (CATV) are collected in this volume. The chairman of the symposium notes that "the phrase 'cable television' is not totally pertinent since we are talking about a wired-city concept that may encompass many services other than television." He prefers the term "broadband communications network," which also provides services of electronic mail, audience polling, meter reading, instructional television, and information retrieval. The collection includes two panel discussions, on the coming software explosion for cable television and on receiver/cable television interface, and papers on the following topics: "Broadband Communications," "Ground Stations, the CATV Satellite Interface," "Local Programming on Film for CATV," "CATV Needs a Complete Super-8 Film System," "Automatic Programming for CATV," "Suggested Technical Standards for CATV Program Orientation," "Coaxial Cable for Municipal Services," "Utility Meter Reading and the Realization of Two-Way Communications," "Receiver/CATV Problems and Case Histories," and several papers on cameras which may be used in CATV. (JK)

ED 056 467

EM 009 319

Sarson, Evelyn, Comp.

Action for Children's Television; The First National Symposium on the Effect on Children of Television Programming and Advertising.

Action for Children's Television, Boston, Mass.
 Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Sep 71

Note—127p.

Available from—Avon Books, 959 Eighth Avenue, New York, N.Y. 10019 (\$1.25)

Document Not Available from EDRS.

Descriptors—*Children, *Commercial Television, Communication (Thought Transfer), Material Development, *Programming (Broadcast), Symposia, Television Commercials

Action for Children's Television (ACT) was organized to attempt to change the nature of television (TV) for children—to persuade TV networks that children are not miniature consumers, to encourage appropriate programming for children, and to eliminate commercialism. This report of the First National Symposium of ACT presents papers of participants which consider the effects of TV programming and advertising on children. Papers in the first section of the book discuss the need for different programming and less commercialism and the resultant problems for producers of children's programming. Communicating with children through TV is briefly examined in a second section, while third section papers present arguments concerning possible effects of TV on children, developmentally and otherwise. Papers in the last section suggest possible courses of action for achieving the goals of ACT. (SH)

ED 056 468

EM 009 320

1972 Recorded Instruction for Television.

Nebraska Univ., Lincoln. Great Plains National Instructional Television Library.

Pub Date 72

Note—184p.

Available from—University of Nebraska, P. O. Box 80669, Lincoln, Nebraska 68501 (Single copies available upon request)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Adult Education, Art Education, Business Education, *Catalogs, Driver Education, *Elementary Education, Geography Instruction, Health Education, Higher Education, History Instruction, Inservice Teacher Education, Instructional Aids, Instructional Films, Journalism, Language Instruction, Mathematics Instruction, Music Education, Science Instruction, *Secondary Education, Self Expression, Social Sciences, *Video Tape Recordings

All materials currently offered by Great Plains National Instructional Television Library (GRNITL) are described in this catalog. Included are more than 100 videotape recordings of courses which may be duplicated or leased by the user. In addition, materials on 16 mm. film and kinescope are included which may also be leased or purchased. Materials are indexed by subject matter and by grade level and each course is fully described and provided with lesson outlines. Elementary level courses are included in art, drug education, foreign languages, geography, history, journalism, language arts, mathematics, music, science, self expression, and social sciences. For secondary and adult materials, courses are offered in art, business, driver education, economics, foreign language, government, guidance, history, journalism, language arts, music, science, and sociology. A collection of college-level courses, teacher utilization, and in-service materials are also provided. Complete ordering information is given along with a description of the work of GRNITL. (SH)

ED 056 469 EM 009 322

Zachert, Martha Jane K. Pantelidis, Veronica
SIBE: A Sequential In-Basket Exercise Technique.
Florida State Univ., Tallahassee. Computer-
Assisted Instruction Center.

Pub Date 71

Note—153p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrator Education, *Computer Assisted Instruction, *Decision Making, *Library Science, Problem Solving, *Program Evaluation

Identifiers—*Sequential In Basket Exercise, SIBE
SIBE (Sequential In-Basket Exercise) is a computer-assisted program to provide library science students with decision-making experience via simulated library administration problems. An initial problem is presented on-line by a teletype; it is followed by two derived problems, dependent on the student's initial response selected from five action choices. A pilot study was planned to determine to what extent library science students choose the same decision pathway in the resolution of an administration problem, to what extent elapsed time varies among students in making these decisions, whether such an in-basket exercise would stimulate class discussion, and whether library science students would find the SIBE a useful learning mode. Among the 33 students in the pilot study, concurrence in the pathway choice ranged from 1 to 6 students per problem, with a mean of 1.88 students in agreement. The total time for completion of the four problem exercise ranged from 26 to 63 minutes, with a mean of 42.9. Considerable classroom discussion was generated by the programs, and 96 percent of the students answering an affective questionnaire felt that they learned "some" or "a lot" from the SIBE. (Author)

ED 056 470

EM 009 323

Johnson, Nicholas

RX for Children's Television.

Federal Communications Commission, Washington, D.C.

Pub Date 18 Oct 71

Note—21p.; Speech given at the Second National Symposium on Children and Television (Chicago, Illinois, October 18, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Broadcast Industry, *Business Responsibility, Cartoons, *Children, Commercial Television, Federal Legislation, Preschool Children, *Programming (Broadcast), *Television, *Television Commercials

Identifiers—Action for Children's Television

In his remarks delivered at the Second National Symposium on Children and Television, Federal Communications Commissioner Nicholas Johnson charges that television is not adequately serving those 20 million Americans under the age of five. He scores the networks for the inane, if not actually harmful, nature of their programming and for the quantity and subject matter of commercials. Action for Children's Television (ACT), he points out, has succeeded in bringing these failures to public attention and in causing at least a temporary effort on the part of the networks to improve some of the programming aimed at children. However, he continues, the commercials aimed at children continue to glorify such non-nutritional items as candy and sweet snacks and the cartoon programs continue to portray

violence as having a harmless effect. Commissioner Johnson lauds the efforts of the Children's Television Workshop and of Fred Rogers, but, he insists, it remains for the general public to maintain constant pressure on the networks to improve. He suggests such vigilance could be aided by a separate institute to evaluate the total programming performance of the broadcast industry, especially in the areas of its treatment of violence, its impact on the minorities, its journalistic performance, service to the community, and the effect of its advertising policy. (JY)

ED 056 471

EM 009 325

Shared Services and Cooperatives; Schools Combine Resources to Improve Education.

National School Public Relations Association, Washington, D.C.

Pub Date 71

Note—63p.; Education U.S.A. Special Report Available from—National School Public Relations Association, 1201 16th Street, N.W., Washington, D.C. 20036 (\$4.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Cooperative Planning, *Cooperative Programs, Interagency Cooperation, *Interagency Coordination, *Interinstitutional Cooperation, Regional Cooperation, School Districts, *Shared Services, *State School District Relationship

Identifiers—Appalachia Educational Laboratory

Small school districts and other agencies are turning in increasing numbers to cooperative programs to provide better inservice teacher training; more vocational experiences for students; more qualified counselors and specialists; more audiovisual materials; low-cost teacher recruitment; increased science, foreign language, and mathematics opportunities; and special programs for gifted or handicapped students. This report presents some of the approaches that are being used in setting up such cooperatives. Experts for the Appalachia Educational Laboratory in Charleston, W. Va. tell how they helped districts in Virginia, Kentucky, Tennessee, and Pennsylvania develop and test the cooperative concept. In addition, they—and authorities from other parts of the country—give some pointers schools can use in setting up their own cooperatives, including how to head off problems. The report examines the kinds of services that school districts can profitably share. Examples are drawn largely from a Northwest Regional Educational Laboratory survey of such programs in 46 states. Another part of the report takes a look at how some states have changed their laws to make multidistrict cooperation possible through intermediate education service units. These units, in some cases statewide, give districts access to top-quality service programs. (Author/JY)

ED 056 472

EM 009 326

Nagay, John A.

Programmed Instruction in Military Training in the NATO Nations.

Office of Naval Research, London (England).

Spons Agency—Office of Naval Research, Arlington, Va.

Report No.—AD-485-455

Pub Date 9 Jun 66

Note—15p.; Distribution limitation now removed Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-485 455; MF \$3.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Educational Change, International Programs, *Military Training, Program Development, *Programmed Instruction

Identifiers—NATO, North Atlantic Treaty Organization

The state of programed instruction utilization in military training within the separate North Atlantic Treaty Organization (NATO) nations is briefly assessed in this report. Only the programs of NATO countries which have not been covered in detail elsewhere are included: Netherlands, Federal Republic of Germany, Italy, Canada, France, Belgium, Norway, Denmark, and Great Britain. An overview of the development of each country's program precedes a description of the current state of programed instruction in the country. Future trends in programed instruction are projected. (Author/SH)

ED 056 473

EM 009 327

Furu, Takeo

The Function of Television for Children and Adolescents.

Sophia Univ., Tokyo (Japan).

Pub Date 71

Note—323p.

Available from—Charles E. Tuttle Company, 28 South Main Street, Rutland, Vermont 05701 (\$9.50)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Academic Performance, *Children, Commercial Television, Knowledge Level, *Television Surveys, *Television Viewing, *Viewing Time

Identifiers—*Japan

A study was devised to investigate the function of television (TV) in children's leisure time. Subjects were 3000 school children in a suburban area of Tokyo. From the children's responses to questionnaires, they were separated into TV-type (heavy TV viewers and light print media users) and print-type (light TV viewers and heavy print media users) groups, and the data for these two groups were compared across age groups. The findings indicated that print-type children are superior in intelligence, creativity, positivity, and adaptability and are also more future-oriented. However, children who are heavy TV viewers and who are also high print media users have a wider range of interests than do low users. Results also suggest that the school achievements of TV-type children are inferior to those of print-type (although this difference was ascribed to different intelligence rather than viewing levels), that children in a high parent-child conflict group tend to view TV heavily, but that children tend to watch TV for the sake of enjoyment rather than to escape reality, and that boys watch more than girls. When heavy and light viewers were compared, clear differences in academic achievement were not found, although most children thought they should cut down their viewing of TV. It is recommended that children be trained to be selective viewers. (SH)

ED 056 474

EM 009 328

Martinson, John L., Ed.

Media Manpower for the 70's: II. Media Specialist Projects 1970-71. A Report of the Leadership Training Institute.

Media Manpower, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—82p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Programs, Doctoral Degrees, Institutes (Training Programs), *Leadership Training, Library Technical Processes, Masters Degrees, *Media Specialists, Paraprofessional School Personnel, *Projects, Project Training Methods

Identifiers—*Media Specialist Program

The annual report of the Media Specialist Program briefly traces the history of the Leadership Training Institute (LTI) and its relationship to the Media Specialist Program. The main body of the report is devoted to the current activities of the Media Specialist Program. Fifteen projects funded during 1970-71 are reported. Seven of these projects were specifically designed to help the disadvantaged, eight employed a strong multiplier strategy, ten were structured around some sort of consortium plan which involved more than one institution, and five projects were oriented toward paraprofessional and technical areas. (Obviously, more than one priority emphasis was present in some projects.) Sample projects include: an interdisciplinary approach involving the areas of administration, teaching methodology, supervision, library science, curriculum, and educational technology; an interrelated program which combined formal coursework with field experiences in three selected urban school districts; a series of six three-week institutes to extend the acknowledged competencies in the organization of management of print materials of certificated librarians to include audiovisual materials. (JY)

ED 056 475

EM 009 329

Stavins, Ralph L., Ed.

Television Today: The End of Communication and the Death of Community.

Pub Date Mar 71

Note—292p.

Available from—The Communication Service Corporation, 1333 Connecticut Avenue, N.W., Washington, D.C. 20036 (\$9.95, paperback, \$6.50)

Document Not Available from EDRS.

Descriptors—Black Community, *Broadcast Industry, *Business Responsibility, *Commercial Television, Community Influence, Community Leaders, *Court Litigation, *Federal Legislation, Television, Television Surveys
Identifiers—FCC, *Federal Communications Commission, Mid-Atlantic Region

Over the years, the Federal Communications Commission (FCC) has developed numerous criteria a licensee is obligated to comply with in order to secure or preserve his license. This empirical study, statistical in nature, limits itself to an examination of two of these criteria: first, the mandatory survey of local leaders to ascertain the needs and interests of the local community; and second, a statistical history of the performance of a licensee, measured against his earlier promise. In the report of the study a set of five articles provides a theoretical examination of television in general. The quantitative research on the television stations of the Mid-Atlantic region is then presented. A verbatim transcription of a Black teenage conference and an edited account of interviews conducted with Black leaders in the District of Columbia are offered in an effort to uncover the needs and interests of Black people in an urban area where they constitute the overwhelming majority of the population. Documents relevant to the task of challenging a license are appended: the FCC public notice requiring a survey, the Camden decision interpreting the meaning of a survey, the Kord decision on the gap between promise and performance, and the Red Lion decision which underscores the implications of television as a scarce resource. (Author/JY)

ED 056 476 EM 009 330

Weeks, Walter O., Jr.

Program Retrieval/Dissemination: A Solid State Random Access System.

Display Systems Corp., St. Paul, Minn.

Pub Date Oct 71

Note—12p.; Paper presented at the National Association of Educational Broadcasters Annual Convention (47th, Miami Beach, Florida, October 1971)

Available from—C. W. Brookins, Display Systems Corporation, 300 North Griggs-Midway Building, 1821 University Avenue, St. Paul, Minnesota 55104

Document Not Available from EDRS.

Descriptors—*Audio Equipment, *Audiovisual Aids, *Electronic Control, Electronic Equipment, Engineering Technology, *Information Dissemination, *Information Retrieval, Information Systems, Instructional Television, Radio, Tape Recorders, Television

The trend toward greater flexibility in educational methods has led to a need for better and more rapid access to a variety of aural and audiovisual resource materials. This in turn has demanded the development of a flexible, reliable system of hardware designed to aid existing distribution methods in providing such access. The system must be adaptable to various requirements and applications. The technical parameters of such a system and some practical applications of it are presented here. The system described is an encoding/decoding control system for use in association with electronic distribution systems such as radio and television. It provides remote control of aural and audiovisual tape recording devices. The application requires a highly reliable, narrow band system compatible with all applicable communication methods. Design philosophy is based on digital techniques and the use of integrated circuits throughout. Verification interrogation includes time and frequency checks for each code segment. Data concerning the occurrence of recognizable code segments within random program audio has been documented. Adaptation of the encoder to automatic control has been considered, as has the man-machine interface aspect of valid code generation. (Author/JK)

ED 056 477 EM 009 331

Krause, Lloyd I.

Satellite Communications for U.S. Schools; A Proposed Public Service Offering by Private Business.

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—MCI Lockheed Satellite Corp., Washington, D.C.

Pub Date Feb 71

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Satellites, Computer Assisted Instruction, Computer Oriented Programs, Data Processing, Educational Finance, *Educational Planning, Educational Radio, *Educational Specifications, Facsimile Communication Systems, *Information Networks, Instructional Television, *Telecommunication

The Federal Communications Commission has asked that companies seeking authorization to construct and operate communications satellite facilities for multi-purpose commercial uses in the United States give consideration to the communications needs of schools. In response to this request, MCI Lockheed Satellite Corporation proposes a low-cost telecommunication service for use by schools beginning in the 1970s. The service would offer satellite information transmission capacity equivalent to five television channels for school use at no cost for five years after the satellite goes into operation, and at a fraction of the prevailing commercial rates thereafter. This low-cost satellite information transmission capacity would be sufficient to provide many combinations of service. For example: three channels could provide at least one computer terminal full time in each U.S. school district; one channel could distribute instructional television and radio lessons nationwide to schools; and one channel could interconnect existing and planned noncommercial public broadcasting stations. School users will obtain access to the service through earth stations operated by the schools, the community, or the commercial common carriers. Capital costs for school-operated earth stations could be on the order of 10 per student-day for school districts of average size. (Author/JY)

ED 056 478 EM 009 332

Atkin, Charles K., Ed. And Others

Television and Social Behavior; An Annotated Bibliography of Research Focusing on Television's Impact on Children.

National Inst. of Mental Health, Rockville, Md.

Report No.—PHS-Pub-2099

Pub Date 71

Note—153p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Aggression, *Annotated Bibliographies, Audiences, *Children, Demography, *Films, Information Sources, Programming (Broadcast), *Social Behavior, *Television, Television Surveys, Violence, Visual Stimuli

Approximately 300 annotated references to research on the impact of television and other visual media on the behavior and development of children are presented in three sections of this bibliography. The first section consists of reports about the type of fare offered to the public and the values and picture of life it presents. Literature in the second section deals with the viewers of television, the role of television in their lives, and the relationships between demographic variables and the viewers' program preferences. Research which assesses specific effects of viewing particular forms of visually presented stimuli is described in the third section. The scope of the review is limited to the entertainment and informational aspects of television, and citations are provided only for books and research papers up through January of 1971. An additional 250 references are included in an unannotated supplemental list. (Author/SH)

ED 056 479 EM 009 334

Source Catalog: Communications.

Source, Inc., Washington, D.C.

Pub Date 71

Note—118p.

Available from—Source, P. O. Box 21066, Washington, D.C. 20009 (\$1.50)

Document Not Available from EDRS.

Descriptors—Action Programs (Community), Art, *Audiovisual Aids, Books, *Catalogs, Community Programs, *Community Resources, Educational Change, *Films, Interpersonal Relationship, Language, Libraries, *Mass Media, Music, Periodicals, Printing, Projects, Publications, Publishing Industry, Resource Guides, Television, Theater Arts

It is posited in this catalog that for the "Movement" to liberate this country and ourselves, it is

necessary to share information about the resources, projects, skills, and dreams of the "Movement." Therefore, the catalog is designed to put people in touch with projects and resources and to encourage the building of creative working relationships among people. Sources of such information include groups, projects, books, and films; these sources are listed for each of eleven areas: mass media, art, music, theater, film, television, periodicals, printing-publishing, language, libraries, and community communications. A brief description of each source is provided along with its address, phone number, etc. The descriptions are interspersed with relevant quotations of people in the field. (Author/SH)

ED 056 480 EM 009 335

Tosti, Donald And Others

It's Up to You!

Individual Learning Systems, San Rafael, Calif.

Pub Date Nov 71

Note—36p.

Available from—Individual Learning Systems, Inc., P.O. Box 3388, San Rafael, California 94902 (\$1.00)

Document Not Available from EDRS.

Descriptors—*Individualized Instruction, *Manuals, Motivation, Positive Reinforcement, Reinforcers, *Self Reward, Student Evaluation, *Student Motivation, Student Testing

This manual is designed to introduce college and secondary students to individualized instruction. It includes an overview of the advantages of individualized instruction, a step-by-step description of how to go through an individualized course, and instruction in the self-management of study behavior. (Author/JY)

ED 056 481 EM 009 336

Cable TV: Protecting Its Future in Education.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date Nov 71

Note—8p.; Interpretations, An Occasional Paper
Available from—Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (single copies free for self-addressed, stamped envelope)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, Community Services, *Educational Planning, Educational Policy, *Federal Legislation, Local Government, *School Community Relationship

Identifiers—CATV, FCC, Federal Communications Commission

New developments on the technical aspects of cable television, coupled with the proposed Federal Communications Commission (FCC) rules and regulations governing the medium and the possibility of Congressional action in the field have set the stage for 1971 to become a pivotal year for cable television in education. The number of channels that can be built into a cable system is going up; the cost of added channels or such features as two-way communications runs in nothing like a straight-line equation; the prospects of profitable cable operations are high. At the national level, the Joint Council on Educational Telecommunications and PubliCable are among the educational agencies attempting to influence the FCC and Congress to set basic requirements for educational channels for every cable system in the country. On the local scene, many communities are framing the basic ordinances which will govern cable television in their jurisdiction. Educators must be prepared to work with both the city fathers and the cable franchise holders in establishing a place for education in the cable television policy of the area. In areas where a franchise has already been granted there still exists the possibility for educators to obtain use of "non-standard" channels or to secure a review and revision of a franchise. (JY)

ED 056 482 EM 009 337

Parker, Edward L.

Application and Design Characteristics of Generalized Training Devices.

Naval Training Device Center, Orlando, Fla.

Report No.—NAVTRADEVEN-70-C-0309-1

Pub Date Sep 71

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Assisted Instruction, Computer Science Education, Digital Compu-

ters, Educational Specifications, *Electronic Equipment, Facility Guidelines, Military Training, Programmed Instruction, Simulators, *Technical Education, *Training, Training Techniques

This program identified applications and developed design characteristics for generalized training devices. The first of three sequential phases reviewed in detail new developments in Naval equipment technology that influence the design of maintenance training devices: solid-state circuitry, modularization, digital technology, standardization, functional packaging, general-purpose displays, computer aiding, automatic test equipment, lifetime spares design, life-cycle costing, and total system design. In the second phase, three generalized training devices were recommended for development: 1) a digital systems training device, 2) a communications system training device, and 3) a generalized torpedo maintenance training device. In the third phase, the design and use characteristics of each of the three devices were developed, with emphasis on the digital systems device. Each of them was developed to the functional block diagram level. On the basis of these studies, recommendations are made for the inclusion of computer-assisted instruction techniques as they relate to the digital systems trainer. (Author/JK)

ED 056 483

EM 009 338

Grausnick, Robert R. Kottenstette, James P. A Performance Evaluation: Microfiche Versus Hardcopy. Final Report.

Denver Univ., Colo. Research Inst. Spons Agency—Air Force Human Resources Lab., Lowry AFB, Colo.

Report No—AFHRL-TR-71-42

Pub Date May 71

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *Evaluation Methods, *Intermediate Differences, *Microfiche, *Microforms

Three forms (hardcopy, positive-image microfiche, and negative-image microfiche) of 12 psychometric instruments employing technical training materials were developed for this study. Ninety Air Force trainees were randomly assigned to one of three experimental groups (hardcopy, positive-image, or negative-image), and their performances were compared. The purposes of this study were 1) to replicate an experiment of Baldwin and Bailey's (1971) in order to see if their results could be reproduced in a different user environment, and 2) to establish the reliability of instruments which Baldwin and Bailey developed as tools for use in future microfiche evaluation. In general, the previous results were replicated. No significant difference in performance among any of the presentation modes was found. No significant difference in performance across all instruments for the positive versus the negative fiche was found. Some variation in performance on individual tests was found in both studies. Use of microform affected subjects' speed but not their accuracy. (Author/JK)

ED 056 484

EM 009 339

Grausnick, Robert R. And Others Microform Use in a Technical Training Environment: An Experiment. Final Report.

Denver Univ., Colo. Research Inst. Spons Agency—Air Force Human Resources Lab., Lowry AFB, Colo.

Report No—AFHRL-TR-71-43

Pub Date May 71

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *Intermediate Differences, *Microfiche, *Microfilm, *Microforms

A study compared the advantages and disadvantages of microform for classroom training applications. Three types of factors were considered: 1) student factors, such as material usage patterns, study styles, examination results, and fatigue; 2) instructor factors, such as attitudes and opinions, the role of the instructor, and the need for adjunct reference materials; and 3) administrative factors, such as logistics and the value which came from using microform. Three classes in an Air Force training school used microforms for a 30-hour course, and three control groups used the same material in hardcopy form. Findings showed that the trainees used the microform systems effectively and intensively

over a one-week training period. The experimental group did as well as the control group on examinations. Almost three-fourths of the participants said they preferred to use the negative-image fiche for both classroom and home study. Fatigue resulting from microform use was not a pervasive problem. (Author/JK)

ED 056 485

EM 009 340

Kottenstette, James P. And Others A Guide to Instructional Uses of Microform. Final Report.

Denver Univ., Colo. Research Inst. Spons Agency—Air Force Human Resources Lab., Lowry AFB, Colo.

Report No—AFHRL-RT-7-44

Pub Date May 71

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Instructional Aids, *Instructional Materials, Instructional Technology, Microfiche, *Microforms, *Teaching Methods, *Training, *Training Techniques

This guide describes the use of microforms (including microfilm and microfiche) in a training environment, provides basic background on microforms as a distinct communications medium, and illustrates the steps required to operationalize the use of microforms in a training sequence. The guide is based on information developed through studies of educational microform uses, together with data accumulated from specialists in the areas of filmed materials development and equipment design. The guide describes: 1) general information on microforms, including definitions and explanations of terms, materials, and concepts; applications and acceptance; new techniques and processes; costs, and information sources; 2) the use of microforms in a direct instructional mode and the relationship of microform capabilities to training applications; 3) considerations to be made in any specific instructional application, including plans for instructional materials, delivery, and use. (Author/JK)

ED 056 486

EM 009 341

New Technology in Education; Selected References.

Library of Congress, Washington, D.C. Congressional Research Service.

Spons Agency—Congress of the U.S., Washington, D.C. House Committee on Science and Astronautics.

Pub Date Sep 71

Note—146p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Audiovisual Aids, *Bibliographies, Computer Assisted Instruction, Consortia, Disadvantaged Youth, Educational Change, Educational Facilities, Films, Handicapped Children, Higher Education, Independent Study, Individualized Instruction, Instructional Improvement, *Instructional Media, *Instructional Technology, Radio, Simulation, Standards, Systems Approach, Teaching Methods, Team Teaching, Television, Vocational Education

The definition of instructional technology used in this bibliography is based on the definition used by the report of the Commission on Instructional Technology, "To Improve Learning." Instructional Technology in this sense is not confined to the use of specific media, but also includes systematic approaches to the use of human and non-human resources to bring about more effective instruction. The material cited includes books, articles, monographs, and reports published since 1960, with emphasis on materials published since 1965. The bibliography is divided into three parts. Part one contains citations relating to issues, problems, and future uses of educational technology in general. Part two contains references to the various uses of a variety of specific media. Part three cites alternative methods to the organization of instruction. (JY)

ED 056 487

EM 009 343

GPN Film Catalog 1972.

Nebraska Univ., Lincoln. Great Plains National Instructional Television Library.

Pub Date 72

Note—116p.

Available from—University of Nebraska, P.O. Box 80669, Lincoln, Nebraska (Single Copy on Request)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrator Education, American History, Art, Career Planning, *Catalogs, Community Colleges, Driver Education, Ecology, Electricity, *Films, Gifted, Heat, *Instructional Films, Instructional Television, Music, Negro History, Optics, Production Techniques, Public Health, Television

The films described in this catalog were produced by schools or school-related organizations and were designed to meet the "relevant needs expressed by a broad spectrum of media personnel, students, and educators across the country." The catalog describes seventeen series and eight single films. For each of the series a description is presented delineating the overall aim of the series; in addition, a brief annotation for each of the films that make up the series is also given, along with information about its running time, rental/sales price, etc. The series cover a variety of topics. Of interest to teachers are such titles as "The American Community College," "Enrichment Programs for Intellectually Gifted Students," and "Success in Supervision." Series intended for high school students treat such topics as drug abuse, career planning, Black history, optics, and driver education. The single titles are generally designed to demonstrate the proper way to use television in schools. The catalog gives complete ordering information and also describes the conditions under which a single film of a series may be previewed. (JY)

ED 056 488

EM 009 344

Noon, Elizabeth F. Media-Supported World Affairs Seminars. American Association of School Librarians, Chicago, Ill.

Pub Date 1 Nov 71

Note—71p.

Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 (\$2.00)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Discussion (Teaching Technique), *High School Students, Instructional Media, *Library Services, Media Specialists, Reference Materials, *Seminars, Student Seminars, Teaching Techniques, *World Affairs, World Problems

The world affairs seminar is a multi-purposed instructional strategy which may be used to teach high school students to unearth information on and make information decisions about world affairs topics. This booklet describes six sample seminars to demonstrate the usefulness of the technique and to illustrate the part a library media center plays in preparing materials and media for them. The topics were chosen to show how a world affairs seminar may be used to expand viewpoints, correct misconceptions, supply information, foster further study, crystallize general impressions, and inspire creative thinking. In addition to suggesting specific material to have on hand, the booklet also provides hints on motivating students, managing seminars, choosing a student leader, and tells when to intervene in a discussion. It lists a series of bench marks to look for as a sign of an effective seminar and gives a short bibliography and list of sources of information about various foreign countries. (JY)

ED 056 489

EM 009 345

Ricketson, D. Schley And Others Implementation of Systems Engineering Concepts in Army Training.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No—PP-11-71

Pub Date Jun 71

Note—15p.; Paper presented at the Institute of Electrical and Electronics Engineers Symposium on Man-Machine Systems (Winter Park, Florida, November 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Design, *Job Analysis, *Military Training, *Systems Approach, Training Techniques

A review of systems engineering concepts as applied to training programs at Army training schools was conducted. It was concluded that through systems engineering, the programs are being reoriented toward actual job requirements, reducing the "nice-to-know" and focusing on the "need-to-know." Since the programs are being constructed by personnel relatively unskilled in systems engineering and training program design,

appropriate training methods are recommended. An Army-developed systems engineering guide was reviewed and reduced to outline form, and a graphic display of products of information and sub-products, or elements of work, was prepared. (Author)

ED 056 490 EM 009 346

Morris, Edward L.
The Ideal Promotion Effort.

Pub Date 18 Oct 71
Note—9p.; Paper presented at the National Association of Educational Broadcasters Annual Convention (Miami Beach, Florida, October 18, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Television, *Publicize, Public Relations, *Public Television, Television Commercials

Identifiers—PBS, *Public Broadcasting Service
The ideal promotional effort for an educational television (ETV) station is dependent on a professional approach to the problem. This means that each ETV station should employ a public relations manager and should keep him informed about all major station decisions. The Public Broadcasting Service (PBS) has a campaign of its own to bring attention to PBS programs carried by local ETV stations. This campaign utilizes spot announcements on network television and ads in newspapers in the top ten markets in the country. Spot announcements on network stations are presented near the early evening news programs in order to reach potential viewers who 1) have a television set, 2) are home to watch television that evening, and 3) have at least some interest in informational programming. Network commercials are also important in reaching the non-urban population and, on a cost-per-thousand basis, have proved to be an effective, economical way to advertise. In the highest education-income range, however, there are potential viewers who do not watch network television. Since these people rely for the most part on large metropolitan dailies for their information, PBS places ads in the top ten metropolitan dailies in the country. (JY)

ED 056 491 EM 009 347

Bernstein, B. R. Gonzalez, B. K.
Learning, Retention and Transfer in Military Training.

Spons Agency—Naval Training Device Center, Orlando, Fla.

Report No.—TR-69-C-0253-1

Pub Date Sep 71

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Imagery, *Military Training, *Retention, Simulation, Simulators, Skill Development, Task Analysis, Training, *Training Techniques, *Transfer of Training, Visualization

The second phase of a project designed to further analyze the factors contributing to the task difficulty in Naval jobs and to determine the optimum training methods for these jobs is reported. A telephone survey of experts attempted to gather data regarding task difficulty. The results of the survey were inconclusive. As a result of the problems experienced in conducting the survey, an overall plan was developed to guide subsequent investigations in which task difficulty is either controlled or manipulated. An experiment was conducted to ascertain whether cartoons, the accompanying text, or a combination of the two were responsible for the facilitating effect of imagery found in an earlier experiment. The results of this experiment failed to validate the findings of the earlier one in that no such facilitating effect was found. A second experiment was therefore conducted, using paper and pencil rather than a hardware simulation of the task. The results of this experiment also showed no evidence that imagery improves performance. A third experiment investigated the influence of training task fidelity of simulation on transfer performance. The data from this study indicated that stimulus and response fidelity has little effect on response time or accuracy. (JY)

ED 056 492 EM 009 348

Federico, Pat-Anthony
Evaluating an Experimental Audio-Visual Module Programmed to Teach a Basic Anatomical and Physiological System.

Air Force Human Resources Lab., Lowry AFB, Colo.

Report No.—AFHRL-TR-71-37

Pub Date Jul 71

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Instruction, *Comparative Analysis, Medical Education, Military Training, *Programed Instruction, Student Attitudes

The learning efficiency and effectiveness of teaching an anatomical and physiological system to Air Force enlisted trainees utilizing an experimental audiovisual programed module was compared to that of a commercial linear programed text. It was demonstrated that the audiovisual programed approach to training was more efficient than and equally as effective as the programed text approach to training. It was determined that trainees of different learning abilities acquired as much knowledge about the digestive system from viewing the 20-minute audiovisual module as from interacting for 80 to 120 minutes with the programed text. It was established that students who differed in their mastery of the rudiments of anatomy, physiology, and medical terminology performed equally well after audiovisual instruction or after written programed instruction. It was found that trainees reported more positive reactions to the audiovisual course than to the written program. (Author/JY)

ED 056 493 EM 009 349

Binning, Dennis W. And Others
Words. People. Cities. Technology.

Pub Date 71

Note—58p.

Available from—Interdisciplinary Communication Associates, Inc., 1353 28th Street, N.W., Washington, D.C. 20007 (\$4.95, student rate & multiple copies, \$3.95)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), *Communication Problems, *Communication Skills, Government Role, Information Needs, Intercommunication, Interdisciplinary Approach, Population Growth, *Urban Environment, Urban Population

Communication in the urban environment is complex. "Sometimes it's erroneous, sometimes it's shoddy, sometimes it just doesn't exist at all. And sometimes it exists all too much, refusing to go away..." It is clear that with increasing population and information, we need more effective communication among people. A need for better communication does not necessarily imply a need for better technology, however. The problems seem to lie in the messages and responses—we fail to communicate for many reasons. It would help improve our communicative abilities if we took an interdisciplinary approach to conceptualizing and resolving some of the problems, if communication were targeted toward the needs of individuals and not those of "communicators," and if we do not assume that better communication will solve all of our social, political, and economic problems. Further, since many communication problems have government at their root, administrators might consider helping people find out where to go, hiring ombudsmen as go-betweens in difficult communication situations, trying a little advertising, trying new ideas, and continually generating population consensus. (SH)

ED 056 494 EM 009 350

Horn, Robert E. And Others
Information Mapping for Computer-Based Learning and Reference.

Information Resources, Inc., Cambridge, Mass.
Spons Agency—Air Force Electronic Systems Div. L.G. Hanscom Field, Mass.

Report No.—ESD-TR-71-165

Pub Date Mar 71

Note—167p.

Available from—Information Resources, Inc., 1675 Massachusetts Avenue, Cambridge, Massachusetts 02138 (\$4.95)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Assisted Instruction, *Display Systems, Documentation, Human Engineering, *Individualized Instruction, *Information Retrieval, *Information Systems, Library Reference Services, Man Machine Systems, Programed Instruction, Teaching Methods, Training Techniques

Identifiers—*Information Mapping

A new conception of computer-based instructional systems is presented in this design of a system that can deliver individualized information

sequences not only to learners and trainees, but to reference workers, reviewers, etc. Underlying the system is a flexible data base organized into labelled, movable information blocks according to the principles of "information mapping"—a system for categorizing and displaying information. This report itself is written in modified information-mapping style. A significant feature of this computerized information service is that the control of information selection and arrangement can be assigned entirely to the user, entirely to the system, or to both in one of the many possible patterns of shared responsibility. When the system takes part in information-sequencing decisions, its many mechanisms for individualizing come into play. The executive program consults short-term and long-term data about the individual, his objectives, capabilities, interests, and present status before it selects and arranges blocks from the data base to display for him. Evaluation and feedback are also individualized. The system's capability for controlling conditions and recording user-system interactions make it suitable for research on individualization in education. (Author)

ED 056 495 EM 009 351

Goldman, Frederick Burnett, Linda R.
Need Johnny Read? Practical Methods to Enrich Humanities Courses Using Films and Film Study.

Pub Date 71

Note—238p.

Available from—Pflaum/Standard, 38 West Fifth Street, Dayton, Ohio 45402 (\$4.50)

Document Not Available from EDRS.

Descriptors—Content Reading, Creative Thinking, *Film Study, *Interpretive Reading, *Literacy, Reading Comprehension, *Teaching Methods, Thought Processes

Identifiers—Visual Literacy

Knowing how to read is a very important aid in accelerating mental activity and curiosity in children and thus opening up new regions of thought and experience—one of the broad goals of education. However, reading should not be defined solely in relation to print media. Other languages, such as film, can enrich the study of all humanities disciplines while providing a new skill and a new form of literacy which are critically important to the exercise of citizenship in a culture dominated by electronic communication. This book argues the need for courses in visual literacy at high school and college levels, and documents why media and film should be studied. Further, within the framework of a course which the authors have designed, a series of teaching methods for visual literacy is discussed and a system of organization for what should be taught is proposed. Those factors which are necessary for teachers to become film specialists are also described: skill in stimulating and guiding class discussion, sensitivity to the interests and attitudes of students, and a desire to adapt traditional educational processes and materials to the changing needs of the students and the times. (Author/SH)

ED 056 496 EM 009 352

Clifford, Dorita
A Course Guide for the New Social Studies; A Television Inservice Course for Teachers of Elementary Grades.

Archdiocese of San Francisco, Calif. Education Progress Center.

Pub Date 71

Note—31p.; Part of a telecourse series

Available from—Department of Education, Archdiocese of San Francisco, 443 Church St., San Francisco, California 94114 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, Attitudes, Discovery Learning, *Educational Objectives, *Educational Strategies, Inductive Methods, Inquiry Training, *Inservice Teacher Education, Learning Processes, Role Playing, Simulation, Social Attitudes, *Social Studies, Social Values, *Teaching Methods, Thought Processes, Values

The goals of social studies—defined as thinking, understanding, attitudes, and skills—are considered within the framework of a cognitive and an affective taxonomy of educational goals. The first lesson in this series of lessons on social studies instructional strategies deals with modes of inquiry and with the value of responsible consent and dissent. The second lesson recapitulates the

goals of social studies and considers the art of questioning together with discovery learning. The value and skills of role playing are discussed in the third lesson dealing with interpretation. The fourth lesson deals with integration and places emphasis on the inductive processes of inquiry, while the fifth and sixth lessons deal with strategies of analysis and synthesis. Judgment is considered as the culmination of the first six lessons (and of the cognitive taxonomy). The affective taxonomy is used as the framework for further discussion: a hierarchy in the development of attitudes—responsibility, rules, contrasts, and alternatives—is presented in the eighth lesson, and strategies and problems in developing values are offered in the ninth lesson. The tenth lesson covers teacher openness and the need for instilling a sense of alternatives in creating values, and the final lessons evaluate gaming and simulation. (SH)

ED 056 497 EM 009 353
Farallones Scrapbook: A Momento and Manual of Our Apprenticeship in Making Places and Changing Spaces in Schools at Home and Within Ourselves.

Farallones Designs, Pt. Reyes Station, Calif.

Pub Date 71

Note—144p.

Available from—Farallones Designs, Star Route, Pt. Reyes Station, California 94956 (\$4.25)

Document Not Available from EDRS.

Descriptors—Activity Learning, *Classroom Design, Classroom Environment, Corridors, Equipment, Flexible Facilities, Geometry, *Innovation, Playgrounds, *Space Dividers, Space Utilization

The Farallones Designs group is dedicated to "helping ourselves and other people create more human places for living, learning, working, playing,....to returning architecture to its roots in each person,....to creating access to the design process and tools." The Scrapbook is a "partial record of eighteen months together helping kids and teachers to make a place for themselves in school." An introductory section describes four "journeys into making schools better places," detailing the planning and construction process involved in changing from a traditional classroom design to one which contains a variety of spaces devoted to different activities. Many ways to bring about such a change are described, including suggestions for what to do with walls, doors, and halls, how to use basic tools, how to help the children build, how to create space dividers and quiet places, and how to do cardboard carpentry. A section on geometry and dome building shows several examples of dome building (from models to full size structures) from a variety of materials, including plastic straws and discarded garden hoses. A playground building guide offers plans for building outdoor play equipment from old tires and scrap lumber and lists sources for free material. The creative possibilities of discards and trash is stressed. (JY)

ED 056 498 EM 009 354
Wade, Warren L.

How to Provide Instructional Video Tape/Film Accountability.

National Association of Educational Broadcasters, Washington, D.C.

Pub Date 71

Note—27p.; Paper presented at the National Association of Educational Broadcasters Annual Conference (47th), Miami Beach, Florida, October 17-20, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Educational Accountability, *Evaluation Criteria, Film Production, *Instructional Films, Validity, *Video Tape Recordings

The guidelines presented here are designed to provide nonbehavioral scientists with specific directions on how to ascertain systematically and objectively the effectiveness of an existing videotape or film and how to validate these during production. After an introductory section on the general position of instructional videotapes and films in a school district budget, the following criteria are set forth: 1) Systematic procedures for determining the effectiveness of instructional videotapes/films in inventory or under consideration for purchase, 2) systematic procedures for making validated instructional videotapes/films, and 3) school board instructional videotape/film purchase policy conclusions that emerge from the foregoing discussions. (JY)

ED 056 499 EM 009 355
Poulliotte, Carol A., Ed. Peters, Marjorie G., Ed. Behavioral Objectives: A Comprehensive Bibliography.

Northeastern Univ., Boston, Mass. Instructional Technology Information Center.

Pub Date 15 Sep 71

Note—94p.

Available from—Northeastern University, Office of Educational Resources, Instructional Technology Information Center, Boston, Massachusetts 02115 (\$3.00)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Bibliographies, *Cognitive Objectives, *Educational Objectives, Programmed Instruction

More than 960 titles of bibliographies, texts, research reports, journal articles, theses and dissertations, conference presentations, and proceedings, monographs, programmed instruction, instructional packages and multimedia kits appear in this bibliography. The major portion of these entries were either published or became available between 1965 and July 1971. A much smaller number represents an effort to cite at least the significant works published prior to 1965. The bibliography is arranged according to subject areas and is divided into four main sections: general background, academic disciplines, academic levels, and miscellaneous. (JY)

ED 056 500 EM 009 357
Individualized Instruction; Proceedings of Two Conferences.

Suffolk County Regional Center, Patchogue, N.Y.

Pub Date 71

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, *Individualized Instruction, Nongraded System, State Programs, Teaching Methods

Identifiers—*New York

Two conferences brought together educators in the state of New York with an interest in individualized instruction. The conferences report consists of five major papers. Individualized teaching practices are compared with those of non-individualized education. A list of the characteristics of an ideal individualized school is given. Seventeen assumptions basic to individualized instruction are presented. The state of individualized instruction in New York is reviewed. A description of individualized instruction in nongraded schools and a summary of the plans for the future in individualized education in New York are also included. An appendix contains the background information about the conference itself: the program, a directory of conference leaders, brief summaries of group discussions, and a list of conference participants. (JY)

ED 056 501 EM 009 358
Fuller, Julia M., Ed. Designing Good Slides: An Instructive Communication.

Public Health Service (DHEW), Atlanta, Ga. Center for Disease Control.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Report No.—PHS-Pub-2196

Pub Date Jun 71

Note—62p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (No. 1723-0050, 600)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Composition (Literary), *Illustrations, Photocomposition, Photographs, Programed Texts, *Slides, *Speeches

The use of 35 mm slides in speeches is becoming increasingly popular—good visuals help to demonstrate and clarify ideas presented in a speech as well as retain the interest of the audience. In the style of a programed text this guide details a procedure for designing effective slides for the different formats which can be used. Areas in designing the visuals which are covered include selecting a way to present the point, preparing sketches, developing pictorial or non-pictorial artwork and copy, composing artwork without copy, using photographs with or without copy, designing title sketches, organizing the materials, informing the artist, correcting copy and artwork and checking finished slides. (SH)

ED 056 502 EM 009 359
Renfield, Richard If Teachers Were Free.

Pub Date 69

Note—158p.

Available from—Acropolis Books, Colortone Building, 2400 17th Street, N.W. Courtyard, Washington, D.C. 20009 (\$4.95)

Document Not Available from EDRS.

Descriptors—Curriculum Design, Disadvantaged Youth, *Educational Accountability, *Educational Change, Educational Objectives, *Instructional Programs, *Student Centered Curriculum, Student Interests, Student Motivation, Teaching Methods

The author presents a dynamic case for a new, highly demanding, total collaboration among those involved in the education enterprise—from beginning to end. His ideas on educational reform challenge teachers to pursue academic freedom and to accept responsibility for demonstrating that their planning, teaching, methodology, and purposes have actually led to the development of pupils' rational capacity. He sees the objectives of education as a longing to know and to understand, questioning of all things, search for data and their meaning, demand for verification, respect for logic, consideration of premises, consideration of consequences, creativity, the broadest possible knowledge of the world, and the development of sound bodies. These goals he deems the best approach to education for a world in which rapidly developing technology makes a curriculum-centered education irrelevant. His system would substitute the student's individual interests for the rigidly defined subject matter of the traditional school and would concentrate on "learning" in its broadest sense. He describes his ideas in the context of a suburban school and a ghetto school. He discusses in general the implications of his ideas for the future of education in the United States. (JY)

ED 056 503 EM 009 360
Proceedings of the 4th NAIE Conference. Multiple Choice: The True Test of the Future.

National Association For the Individualization of Instruction, Wyandach, N.Y.

Pub Date 71

Note—130p.; Proceedings of Conference of the National Association for the Individualization of Instruction (New York, N.Y., November 7-9, 1971)

Available from—Mr. Angelo A. Cialdea, WLC-Waltham, 125 Wyman Street, Waltham, Massachusetts 02154 (\$5.00 plus postage)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Conference Reports, *Educational Innovation, *Flexible Scheduling, *Individualized Instruction, *Nongraded System

The report of a conference on individualized instruction contains brief descriptions of the two conference sponsors—the Westinghouse Learning Corporation and the National Association for the Individualization of Instruction. The report also provides abstracts of some speeches delivered at the conference and biographies of the speakers. A bibliography of individualized instruction, nongraded classes, differentiated staffing, and environmental variables associated with individualized instruction is also included. Three resource papers are appended—one on nongraded education by instrumentation and two reports of other conferences on individualized instruction. (JY)

ED 056 504 EM 009 361
Johnson, Michael L.

The New Journalism. The Underground Press, the Artists of Nonfiction, and Changes in the Established Media.

Pub Date 15 Nov 71

Note—171p.

Available from—The University of Kansas Press, 358 Watson Library, Lawrence, Kansas 66044 (\$6.95 cloth; \$2.95 paper)

Document Not Available from EDRS.

Descriptors—Black Power, Composition (Literary), *Journalism, *Literary Styles, Mass Media, *News Media, Political Issues, Social Change, Student Subcultures

Identifiers—New Journalism, New Left, New Muckrakers, Underground Press

The term "New Journalism" refers to a different style of journalistic writing which is based on a renewed commitment to principles of honesty and thoroughness and which encourages writers to exercise the freedom of a new subjective, creative, and candid style of reportage and commentary. The significance of New Journalism as a mode of public education and art is interpreted and explained in this book. The first

two chapters offer an illustrative history of the underground press, including its growth and its cultural and social significance. Journalistic writing from the perspectives of various subcultures of America is also examined: the student revolution, black rationalism, rock culture, hippie culture, drug culture, and New Left politics. Presented next is a critical survey of New Journalism as a literary form with discussion of the styles of Tom Wolfe, Norman Mailer, and Truman Capote. Other New Journalists are described as ranging between two extremes: those who are transforming journalism into an art form and the New Muckrakers. They are considered under areas about which they have written—the general scene, the race and war scene, and the youth and radical scene. A discussion of changes in the journalistic attitudes of the established media and the future of New Journalism concludes the book. (Author/SH)

ED 056 505 EM 009 362

Amelio, Ralph J.

Film in the Classroom: Why Use It, How to Use It.

Pub Date 71

Note—181p.

Available from—Pflaum/Standard, 38 West Fifth Street, Dayton, Ohio 45402 (\$4.50)

Document Not Available from EDRS.

Descriptors—Acting, Adolescents, American History, Animation, Art, College Students, Comedy, *Course Descriptions, Cultural Awareness, *Curriculum Guides, Documentaries, Fantasy, *Films, *Film Study, High School Students, Language Styles, Literature, Perception, Theater Arts, Thought Processes, Violence

Identifiers—*Visual Literacy

Guiding the student to see for himself and extend his senses so that he is aware of his world, of others, and of himself should be a major goal in film study. This book describes a two semester film study course which was designed to accomplish this goal for high school and college students. The first chapter establishes a rationale for film study, and the next two chapters discuss goals, methods, and course evaluation and the ten components of the film program. Each of the ten units is detailed: film and literature, film language, comedy, the adolescent, the documentary, animation, war and violence, art and fantasy, reality and myth in Westerns, style of director and actor. Each unit gives the time necessary to present the unit, the theme, purpose, films (including film annotation, running time, and sources), readings, and instructional methods and student activities. A final chapter discusses what the course developers learned from the program. Appended are criteria for selecting and recommending students, project cards, film evaluation sheets and project materials, student questionnaires, a film glossary, a bibliography of over 350 titles of books and publications, and the names and addresses of major film distributors. (Author/SH)

ED 056 506 EM 009 363

Anderson, David R. Wilburn, Gary

Visualize: Instructor Manual.

Pub Date 71

Note—56p.; See also EM 009 364, EM 009 365 Available from—Pflaum/Standard, 38 West Fifth Street, Dayton, Ohio 45402 (\$1.20)

Document Not Available from EDRS.

Descriptors—Film Production, Films, *Film Study, Photography, Seminars, Student Projects, *Teaching Guides

Identifiers—*Visual Literacy

VISUALIZE is a course in visual language that can be used as a part of any course where communication and self-expression are among the goals—in religion, art, photography, filmmaking or social studies classes. This instructor manual gives a step-by-step approach to four two-hour seminars and three out-of-class projects. During the course students put together a presentation made up of their own 35 mm. slides, and as a final course project, make a film. Each of the four seminars—scheduled at least a week to ten days apart—consists of three parts: presentation, demonstration, and participation. Seven appendices list films for use in the demonstration section of each seminar, film sources, a bibliography, a glossary of terms, plus procedures for discussing films and for conducting brainstorming sessions. The manual is a part of a kit which includes a

student manual (EM 009364) and a textbook (EM 009365), as well as a student-made film and a set of photographs. (JY)

ED 056 507 EM 009 364

Anderson, David R. Wilburn, Gary

Visualize: Student Manual.

Pub Date 71

Note—56p.; See also EM 009 363, EM 009 365 Available from—Pflaum/Standard, 38 West Fifth Street, Dayton, Ohio 45402 (\$1.20)

Document Not Available from EDRS.

Descriptors—Films, *Film Study, *Manuals, Photography, Student Projects, *Workbooks

Identifiers—*Visual Literacy

This student manual is part of a kit that is designed to teach the use of visual language as a means of communication and self-expression. It provides space for note-taking and information the student needs to execute the practice projects assigned by the teacher. Three appendices in it offer a glossary of terms, bibliography, and brainstorming procedures. The course text is EM009365 and the instructor manual is EM009363. (JY)

ED 056 508 EM 009 365

Kuhns, William Stanley, Robert

Exploring the Film.

Pub Date 71

Note—190p.; See also EM009 363, EM 009 364 Available from—Pflaum/Standard, 38 West Fifth Street, Dayton, Ohio 45402 (\$3.20)

Document Not Available from EDRS.

Descriptors—Documentaries, Drama, Film Production, Films, *Film Study, Photocomposition, Photography, *Textbooks

Identifiers—*Visual Literacy

The purpose of film study is defined here in the words of D. W. Griffiths: "My goal is above all to make you see." This book is intended to be used as a text in a film study course. It traces the development of films from a scientific curiosity through silent films to modern wide screen productions. A comic strip is used to demonstrate the effect of camera angles on the film's impact. The use of motion and sound are described in relation to their contribution to the film as a whole. A section on characters in films includes a discussion of "non-people characters," such as houses and landscapes. The differences and similarities between stage drama and drama on film are explained. The techniques of fiction films and documentaries are discussed, and the communication value of films is explored. The place of film criticism and relationship between film and television is covered. A final chapter gives "how-to-do-it" details for a student-made film. (JY)

ED 056 509 EM 009 366

Lakas, Robert R. Kavanaugh, John F.

An Institute on Literacy in the Language of Film.

Saint Louis Univ., Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Contract—OEC-132-70-4149

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Teachers, Film Production, Films, *Film Study, *Institutes (Training Programs), Secondary School Teachers, Teacher Education

An institute was offered at Rockhurst College to give high school and college educators an intense and extensive contact with cinema in all of its aspects—filmmaking, thematic analysis, use in curriculum, Hollywood production, direction, independent filmmakers, library usage, script-writing, booking, programming, and the actual viewing of short and feature length films. Fifty-eight high school and college educators who had little or no experience with film study participated. Twenty-four feature films and over sixty short films were screened, and lectures were given by guests from all over the country. Four courses were offered: Marshall McLuhan and communications media in general, filmmaking classes and the problem of censorship; the relation between film and literature as well as the college teaching of cinema-critique courses; and the relationship of cinema to ethics, cultural values, television advertising, and revolution. Each participant also took part in the creation and execution of an amateur film and developed his own plan and program for implementing film education at his school or college. (JY)

ED 056 510

EM 009 367

Holland, James G.

The Use of a Computer for Programmed Instruction Presentation of a Pre-School Classification Program.

Pittsburgh Univ., Pa.

Pub Date 71

Note—14p.; Paper presented at the AERA Conference (New York, N.Y., March 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Aids, *Computer Assisted Instruction, *Computer Programs, Logic, *Preschool Children, *Programed Instruction, Programed Tutoring, *Reinforcement Certain tasks in programed instruction can be performed only by computer. One such area is the arrangement of differential reinforcement for sophisticated reinforcement contingencies. That is, the capacity of the computer is required to determine whether the student has met the criterion for reinforcement. With this in mind, a computer-controlled program was designed to teach young children to classify a single array of objects many different ways. The child was presented with many objects and asked to touch all the things that were alike. As he classified the objects by color, shape, size, and the like, the computer presented appropriate reinforcements. Testing of this program showed it was successful in reaching a low error rate and satisfactory improvement in the skill of multiple classification. The computer successfully managed reinforcement contingencies for this task which would be difficult or impossible to arrange with simpler devices or procedures. (JK)

ED 056 511 EM 009 368

Olympic Training Film Profiles. Volume III.

Pub Date 71

Note—250p.

Available from—Olympic Film Service, 161 West 22nd Street, New York, N. Y. 10011 (Annual subscription \$125.00)

Document Not Available from EDRS.

Descriptors—*Abstracts, *Catalogs, Communication Skills, Disadvantaged Groups, Educational Guidance, *Evaluation, Guidance, Human Relations, *Instructional Films, Management Development, Salesmanship

Approximately 250 instructional films are described in Volume Three (1970-1971) of this review. After an introduction which considers film discussions from the instructor's point of view and offers some ideas for conducting a film showing and ordering the films, profiles of the films are presented grouped under such areas as management development, human relations, communication skills, salesmanship, training the disadvantaged, and guidance. Each profile consists of a full-page fact sheet that gives the name of the film, the primary audience, the running time, the year the film was made, the specific content, a detailed synopsis, titles of related materials such as guides and workbooks, and the source of the film. Discussion questions and an evaluation of each film are also provided. (Author/SH)

ED 056 512

EM 009 369

Hirrel, Michael A.

The Use of Non-Verbal Cultural Free Learning

Materials in Determining the Value of Sequencing, Cueing, and Individual Response in Programmed Instruction for Three Levels of Learning Ability by Sex.

Catholic Univ. of America, Washington, D.C.

School of Education.

Pub Date 71

Note—118p.; Thesis submitted to the School of Education of Catholic University of America

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cues, Grade 7, *Intelligence Differences, *Intermedial Differences, Low Ability Students, *Programed Instruction, *Prompting, *Sequential Programs, Student Ability

A seventh-grade class took tests in block design problems to determine the importance of three techniques of programed instruction. The techniques under consideration were sequencing, cueing, and individual response. The research design looked at the performance of three ability levels (high, medium, and low) divided by sex over five program treatments (control, program, group paced, cues removed, and sequence mixed). Results showed that the high ability group performed equally well regardless of program techniques. Sequencing was significant for the middle and low ability levels, and cueing was

significant for the low ability level. It was concluded that given a seventh-grade learning task, high ability level seventh graders have little need for program-like sequencing, cueing, and individual response. But at the lower ability levels, there is a strong need for the full employment of such techniques. The greatest need is for sequencing, and the second greatest is for cueing or more detailed guidance. (JK)

ED 056 513 EM 009 370

Anders, Wolfhart H. Draxler, Alexandra
Toward a Model for Information Dissemination in Educational Technology Responsive to User Needs.

Tubingen Univ. (West Germany).

Pub Date 71

Note—22p; Speech given to EUDISED Steering Committee (Konstanz, Germany, April 28, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Development, *Educational Technology, *Information Dissemination, Information Needs, Information Services, *Information Systems, *Models, *Use Studies

A study looked at the possibilities for a user-based information system which could provide usable structured information about educational technology and attempted to determine how best to supply information about educational process to users. The study had three phases. The first surveyed the literature and activities of centers concerned with the problem. This survey showed that the necessity for choosing a system for processing information almost always precedes the availability of information about input to and demands on the system. The result is difficulty in adapting to new functions. The authors set forth recommendations for useful information networks. The second phase, now taking place, is design of a questionnaire which will provide data on potential user needs and attitudes. The analysis of the data will help determine the shape of the third stage, development of an information center on educational technology in West Germany. The study is being carried out by the German Institute for Studies in Educational Technology at the University of Tubingen. (JK)

ED 056 514 EM 009 371

Linton, Dolores Linton, David

Practical Guide to Classroom Media.

Pub Date 71

Note—118p.

Available from—Pflaum/Standard, 38 West Fifth Street, Dayton, Ohio 45402 (\$3.50)

Document Not Available from EDRS.

Descriptors—Educational Equipment, Film Production, Films, *Film Study, *Guides, *Mass Media, *Phonograph Records, *Photographic Equipment, *Photography, Projection Equipment, Radio, Resource Guides, Student Projects, Student Subcultures, Television

The authors introduce their guide with a preface that describes the benefits to be gained by making media a part of the curriculum and suggests some of the problems of attempting such a step. They give workable suggestions for selling the idea of improving media study to colleagues, administrators, and even the community, and they lay the groundwork for the professional use of popular media. They sketch ways of financing the program, of making the most of available equipment, and of involving the entire school in the program. They provide an extensive survey of media usage in the classroom. Concrete plans are offered for integrating tapes, records, radio, still photography, film, and television into the study of English and social science, as well as science, music, art, and community improvement. Each section describes the equipment necessary to implement the program and lists the resources and suppliers of such equipment and materials. (JY)

ED 056 515 EM 009 372

Grandey, Robert C.

An Investigation of the Use of Computer-Aided-Instruction in Teaching Students How to Solve Selected Multistep General Chemistry Problems. Illinois Univ., Urbana. Computer-Based Education Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Nov 70

Note—165p; Thesis submitted to the School of Education of University of Illinois

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Chemistry Instruction, *Computer Assisted Instruction, Programed Instruction, Retention, Student Reaction

The development of computer-assisted instructional lessons on the following three topics is discussed: 1) the mole concept and chemical formulas, 2) concentration of solutions and quantities from chemical equations, and 3) balancing equations for oxidation-reduction reactions. Emphasis was placed on developing computer routines which interpret student answers in their normal chemical form and tell the student what, if anything is wrong with them. Among the forms of answers for which routines were developed are labeled numerical answers, chemical formulas, and chemical equations. For each topic lessons were developed in each of the following three styles: 1) instructional sequences, 2) practice problems, and 3) quizzes with forced review of week areas. The combination of the three lesson styles was successful in providing each individual student with a unique educational experience. The effectiveness of these lessons was determined by analyzing the data generated by the students while using these lessons and by comparing the exam results for students who had computer-assisted lessons with those who did not. (Author)

ED 056 516 EM 009 374

Keizer, Philip W.

A Study of Job Satisfaction Among Television Teachers.

Pub Date 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Job Satisfaction, Observation, *Television Teachers, Work Attitudes, Work Environment

Television (TV) teachers filled out a mail questionnaire designed to determine factors which caused these teachers to feel satisfied with their jobs. Job satisfaction was higher for teachers who felt they had been given adequate training in adapting their teaching to TV. Except for teachers who most often received feedback via telephone after presentations, job satisfaction was higher for those who generally received some feedback than for those receiving no feedback. Teachers who felt that characteristics of TV enhanced their presentation were more satisfied than those who felt the medium limited them. Those who felt their salary and/or release time from non-TV duties was adequate were more satisfied than those who felt it inadequate. Full-time TV teachers were more satisfied than those released more than one but less than three hours per hour of finished TV presentation. Teachers also preferred to be notified when one of their superiors planned to observe their presentations from a location where they couldn't observe him, rather than not be notified of such an observation. (JK)

ED 056 517 EM 009 375

Rheinisch, Robert K.

A Study of the Development of Childrens' Perceptions of Selected Filmmic Conventions. Indiana Univ., Bloomington. School of Education.

Pub Date Sep 71

Note—84p; Thesis submitted to the School of Education of Indiana University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age Differences, *Film Study, *Perception, *Perceptual Development, *Visual Perception

A study investigated how children between ages 5 and 11 perceive three types of film transition. A second purpose was to determine if there was an emergent recognition pattern among these three types of film transition devices: image magnification on a cut (a camera transition), lap dissolve (an optical transition), and clean exit (a subject transition). The research was conducted with 15 subjects from each of four age groups—5, 7, 9, and 11. Each child viewed three examples of each type of transition. Then he was asked to describe what he perceived as having happened relevant to that transition. Judges evaluated whether the child had perceived the intended meaning in each transition. Analysis of the data indicated that children perceive these transitions with increasing accuracy as they grow older. Also, they most frequently can identify examples of clean exit. They identify examples of the other types of transition far less frequently. (JK)

ED 056 518 EM 009 376

Proposed Ordinance for the Regulation of Cable Television. Working Draft.

Chicago City Council, Ill.

Pub Date 1 Sep 71

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, *Laws

A model ordinance is proposed for the regulation of cable television in the city of Chicago. It defines the language of the ordinance, sets forth the method of granting franchises, and describes the terms of the franchises. The duties of a commission to regulate cable television are listed and the method of selecting commission members is prescribed. "Freedom-of-information" as it applies to cable television is defined. (JY)

ED 056 519 EM 009 377

Muller, Herbert J.

The Children of Frankenstein; A Primer on Mode Technology and Human Values.

Indiana Univ., Bloomington.

Pub Date 71

Note—431p.

Available from—Indiana University Press, Bloomington, Indiana 47401 (\$10.00, paperback \$2.95)

Document Not Available from EDRS.

Descriptors—Automation, *Ethical Values, Higher Education, *Industrialization, Mass Media, Social Values, *Technological Advancement, *Technology

In support of his basic premise that the rise of technology has led to a systematic neglect of essential human values, the author first describes the state of Western civilization prior to 1800. He then traces the growth of modern technology from the industrial revolution through the "neotechnic" phase to the present day "post-industrial" society. The resulting impact of this developing technology on society and culture he describes in terms of its effect on war, science, government, business, language, higher education, the natural and the social environment, the mass media, traditional culture and religion, and the populace in general. He examines the ideas of a Utopian society and rejects the claims of scientists that technology alone will bring about such a Utopia. He reviews the theories of various eminent "futurists" and offers his own prediction based on these ideas and his own view of human nature. His conclusion is that man can and must control technology and use it for sanity, more civilized purposes than he now does. (JY)

ED 056 520 EM 009 378

System Description and Status Report: California Education Information System.

California State Dept. of Education, Sacramento.

Pub Date Nov 71

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Records, Attendance Records, *Computer Programs, *Educational Finance, Educational Guidance, Educational Planning, *Electronic Data Processing, Scheduling, School Accounting, *School Districts, *Student Records, Test Interpretation, Test Results

Identifiers—*California Education Information System, CEIS

The California Education Information System (CEIS) consists of two subsystems of computer programs designed to process business and pupil data for local school districts. Creating and maintaining records concerning the students in the schools, the pupil subsystem provides for a central repository of school district identification information and a modular master file from student data together with seven other applications which provide master file maintenance, mark reporting, attendance accounting, test reporting, master schedule building, student scheduling, guidance, and educational planning. The business subsystem consists of an integrated series of five applications: accounts payable, stores inventory, central control, personnel and payroll, and financial. Projected date of field test completion for both subsystems is March 1, 1972. (SH)

ED 056 521 EM 009 379

Armstrong, R. H. R., Ed. Taylor, John L., Ed.

Feedback on Instructional Simulation Systems.

Cambridge Inst. of Education (England).

Pub Date 71

Note—181p.

Available from—Cambridge Institute of Education, Shaftesbury Road, Cambridge, CB2 2BX, England (\$5.00)

Document Not Available from EDRS.

Descriptors—Decision Making, Environmental Research, *Games, International Education, International Organizations, Management Games, Political Science, *Simulation, Teaching Techniques, Video Tape Recordings

In this follow-up to a previous monograph on simulation systems in higher education (EM 009 382), sixteen papers on communication and research into all aspects of simulation techniques for pedagogic purposes are presented. An introductory statement provides a tentative explanation for the common basis supporting and linking all simulation and gaming activity in education. The papers fall into three categories: a collection of feedback from political scientists concerning decision-making behavior; a diverse set of simulation reports with regard to planning and the environment; and material relating to classroom simulation. (JY)

ED 056 522 EM 009 380

Stetten, Kenneth J.

Interactive Television Software for Cable Television Application.

Mitre Corp., McLean, Va.

Report No.—MTP-354

Pub Date Jun 71

Note—14p.; Paper presented at a press conference on the Time-Shared, Interactive Computer-Controlled Information Television system

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audience Participation, *Cable Television, Communication (Thought Transfer), Community Services, Human Services, Information Services, *Interaction, Social Change

If the scope of current cable television (CATV) content could be broadened to include interactive television services, it is conceivable that these new services would provide reasonable substitutes for the interactive communications that people miss when their surroundings change from a small community to a large urban community, and would thus reduce the individual social and political alienation caused by the one-way nature of our dialogue with society. A Time-Shared, Interactive, Computer-Controlled, Information Television (TICCIT) system, briefly described in the appendix to this paper, could reduce this alienation by providing interactive access to individualized instruction through television, community information, participation in the decision-making process, political information, protective information, job information, social care, social services information, private social conversation through Picturephone, news and mail, companionship, shopping, and gambling. (Author/SH)

ED 056 523 EM 009 381

Volk, John

The Reston, Virginia, Test of the Mitre Corporation's Interactive Television System.

Mitre Corp., McLean, Va.

Report No.—MTP-352

Pub Date May 71

Note—24p.; Paper presented at a press conference on the Time-Shared, Interactive Computer-Controlled Information Television system

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audio Equipment, *Cable Television, Communication (Thought Transfer), Community Services, Computers, *Interaction, *On Line Systems, Televised Instruction, Video Equipment, Video Tape Recordings

A description of how the time-shared, interactive, computer-controlled, information television (TICCIT) system will be implemented with a low cost home terminal system is offered in this paper. The equipment which comprises the demonstration system is described as consisting of three major elements—home terminal, computer facility, and communication link. The projected development and current state of each element in relation to interactive cable television is discussed. Equipment designed to alleviate some of the problems of maximizing channel capacity, such as low cost video tape recorders and specially designed couplers and decoders which serve as a refresh memory for the home terminal, is also described. The demonstration software package, designed to include both educational and community service material, is briefly outlined. (SH)

ED 056 524

Armstrong, R. H. R., Ed. Taylor, John L.

Instructional Simulation Systems in Higher Education.

Note—216p.

Available from—Cambridge Institute of Education, Shaftesbury Road, Cambridge, CB2 2BX, England (\$3.00)

Document Not Available from EDRS.

Descriptors—Decision Making, Educational Games, *Games, Game Theory, *Higher Education, Management Games, Models, Role Playing, Simulated Environment, *Simulation, Simulators, Teaching Techniques

The two major purposes of this book are to be an introduction to the development of instructional simulation systems in higher education and to provide a useful compendium of experimental simulation experience for those wishing to consider and utilize these and related techniques at the university level. Each paper attempts either to present a "state of the art" report on some of the important developments and strands of thinking in a particular field or to present a "case" description of the application of a technique within a specific educational sector. Most are preliminary or interim reports in that they represent summaries of ongoing research. Many of the findings relate to instructional simulation experience in the United Kingdom. Examples of simulation use in military science, international relations, urban and regional studies, government, economics, psychology, and management training are offered, as well as statements concerning the techniques of simulation and gaming as education tools. See also EM 009 379. (JY)

ED 056 525 EM 009 383

Stetten, Kenneth J.

TICCIT: A Delivery System Designed for Mass Utilization.

Mitre Corp., McLean, Va.

Report No.—M71-56

Pub Date Oct 71

Note—25p.; Paper presented at the EASCON Conference (Washington, D.C., October 7, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, Communication (Thought Transfer), *Computer Assisted Instruction, Computers, Electronic Data Processing, Individualized Instruction, Multimedia Instruction, *On Line Systems, Programming

A low cost method for delivery of computer services to homes and schools through interactive television called time-shared, interactive, computer controlled, information television (TICCIT) has technical qualities such that it is individualized, computerized, multimedia, and provides unlimited points of entry and delivery of information. TICCIT's minicomputer facility, the computer subsystem, and some of the other hardware are described, and TICCIT's solution to the communications problem of awkward, expensive, or inefficient links from terminal to computer is discussed. The on-line terminal is described—a combination of a standard television receiver, a videotape recorder, and keyboard and control electronics. An explanation of TICCIT software discusses a special purpose monitor program supporting a number of user terminals and a tailored-to-subject-matter system of macro level commands to allow easy and efficient computer-assisted instruction authoring. (Author/SH)

ED 056 526 EM 009 384

Kleinmuntz, Benjamin

Medical Information Processing by Computer.

Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No.—R-70-32

Pub Date 71

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Clinical Diagnosis, Computer Assisted Instruction, *Computers, *Electronic Data Processing, Medical Case Histories, *Medical Education, Medical Research, *Medicine, On Line Systems, Simulation

The use of the computer for medical information processing was introduced about a decade ago. Considerable inroads have now been made toward its applications to problems in medicine.

EM 009 382

Present uses of the computer, both as a computational and noncomputational device include the following: automated search of patients' files; on-line clinical data processing; fetal heart rate and fetal electrocardiogram data acquisition; heart auscultation by computer; metabolism data acquisition; pattern recognition by computer; medical diagnosis using the logic of the propositional calculus; computer simulation of diagnostic problem solving; and computer-based medical instruction. (Author/JY)

ED 056 527 EM 009 387

My Computer Understands Me; When I Speak in BASIC.

Dymax, Menlo Park, Calif.

Pub Date 71

Note—59p.

Available from—DYMAS, P. O. Box 310, Menlo Park, California 94025 (\$1.19)

Document Not Available from EDRS.

Descriptors—*Manuals, Programming, *Programming Languages

Identifiers—*BASIC (Programming Language)

The more elementary functions of the BASIC programming language are covered in this introductory manual. A series of short lessons explains the various commands in the language and demonstrates their use on problems in the area of population growth and demography. The lessons are not predicted on any particular computer configuration, but it is assumed that at least a primitive form of BASIC is available. The use of STRING variables and operations, MAT operations, and FILES are not covered. (JY)

ED 056 528 EM 009 388

CITIZENS Communications Center for Responsive Media; Progress Report.

Citizens Communication Center for Responsive Media, Washington, D.C.

Pub Date 1 May 71

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Broadcast Industry, Citizen Participation, Civil Rights, Community Action, Federal Court Litigation, *Federal Legislation, *Radio, *Television

Identifiers—*CITIZENS Communications Center, Federal Communications Center

The aims and activities of the CITIZENS Communications Center are summarized in this pamphlet. CITIZENS, a Washington, D.C. based resource center, provides technical assistance, research and educational services to citizens and community groups attempting to remind the broadcast industry of its duty to serve the interest of all segments of the public. The group's activities are centered around three goals: opening the federal regulatory process to adversary procedures and participation by citizens; aiding citizens and groups in participating in the regulatory and decision-making process and obtaining media access; and informing citizens and community groups of their rights to participate in the decision-making process and to have access to the broadcast media, as well as educating and training advocates to assert these rights. An appendix contains the details of several CITIZENS projects that were carried on in pursuit of these goals. (Author/JY)

ED 056 529 EM 009 389

Project Solo; Newsletter Number Seven.

Pittsburgh Univ., Pa. Dept. of Computer Science. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 18 Dec 70

Note—17p.; See also ED 053 566

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Algebra, Chemistry, *Computer Programs, *Computer Science Education, Physics, *Programming, Programming Languages, Secondary School Mathematics, Social Sciences

Identifiers—*Project Solo

The current curriculum modules under development at Project Solo are listed. The modules are grouped under the subject matter that they are designed to teach—algebra II, biology, calculus, chemistry, computer science, 12th grade math, physics, social science. Special programs written for use on the Hewlett-Packard Plotter are listed that may be used in conjunction with modules in the subjects referenced. A sequential listing of curriculum modules is also given. The relationship of the word size of a

given programming language to the accuracy of calculations possible in that language is briefly explored. (JY)

ED 056 530 EM 009 390

Project Solo; Newsletter Number Eight.

Pittsburgh Univ., Pa. Dept. of Computer Science.
Spons Agency—National Science Foundation,
Washington, D.C.

Pub Date 8 Jan 71

Note—28p.; See also ED 053 566

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, *Computer Science Education, Physics, *Programming, *Student Developed Materials

Identifiers—*Project Solo

In the Project Solo classification scheme for interactive computing Category IV encompasses those activities where the student takes the role of lesson designer. Similar programs written by a teacher or fellow student are frequently the starting point for such a would-be author. The transition from the role of student to that of student-author is described and illustrated with examples of student-authored programs. Two printed modules from the physics curriculum are also included—MKS (Meter Kilogram Second) and Newton (Newtonian Laws)—to show how they may be used as a springboard for student-authored programs. (JY)

ED 056 531 EM 009 392

Project Solo; Newsletter Number Eleven.

Pittsburgh Univ., Pa. Dept. of Computer Science.
Spons Agency—National Science Foundation,
Washington, D.C.

Pub Date 15 Feb 71

Note—16p.; See also ED 053 566

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, *Computer Science Education, Grade 9, Information Retrieval, Programming, *Student Developed Materials

Identifiers—*Project Solo

An experimental 9th grade computer science syllabus is proposed. The syllabus would include the technical information needed for controlling and programming the computer in a number of modes and would preview some of the areas covered in the high school curriculum. A sample module of a topic not normally taught in high school—distance and error-correcting codes—is presented. Two student-authored programs also illustrate the ways in which the computer can explore areas outside the normal curriculum—a plotter routine for making artistic patterns and a program to use the Monte Carlo method to calculate the area under a curve. (JY)

ED 056 532 EM 009 393

Project Solo; Newsletter Number Twelve.

Pittsburgh Univ., Pa. Dept. of Computer Science.
Spons Agency—National Science Foundation,
Washington, D.C.

Pub Date 22 Feb 71

Note—9p.; See also ED 053 566

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Graphics, Computer Programs, *Computer Science Education, Programming, *Student Developed Materials

Identifiers—*Project Solo

Several student-authored computer programs are presented which do advanced plot routines. They are remarkable in that they are able to plot a function expressed in polar coordinates on a teletype. Some plot routines developed by the Project Solo staff are also presented. They are designed to be used with a Hewlett Packard 7200 A plotter connected to a teletype. (JY)

ED 056 533 EM 009 394

Project Solo; Newsletter Number Thirteen.

Pittsburgh Univ., Pa. Dept. of Computer Science.
Spons Agency—National Science Foundation,
Washington, D.C.

Pub Date Mar 71

Note—19p.; See also ED 053 566

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Computer Graphics, *Computer Programs, *Computer Science Education, German, Programming, *Student Developed Materials, *Vocabulary Development

Identifiers—*Project Solo

A computer-assisted drill program designed to give German vocabulary drill is presented. It was written by a high school student and is an exam-

ple of a file oriented program in which the main master program remains fixed while the vocabulary words to be drilled can be changed at any time either by the teacher or by the student. Some polar coordinate plotter routines for use on the Hewlett-Packard plotter are also presented. (JY)

ED 056 534 EM 009 396

Project Solo; Newsletter Number Fifteen.

Pittsburgh Univ., Pa. Dept. of Computer Science.
Spons Agency—National Science Foundation,
Washington, D.C.

Pub Date 6 Apr 71

Note—21p.; See also ED 053 566

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Botany, *Computer Graphics, *Computer Programs, *Computer Science Education, Mathematics Instruction, Programming, *Secondary School Mathematics, Secondary School Students, *Student Developed Materials

Identifiers—*Project Solo

Several plotter programs written by 11th and 12th grade mathematics students are presented, along with two examples illustrating how a student can contribute to non-computer courses using knowledge gained from Project Solo. A curriculum module called "Enumeration" is presented which illustrates a computer-oriented approach to a typical topic in mathematics. (JY)

ED 056 535 EM 009 400

Project Solo; Newsletter Number Nineteen.

Pittsburgh Univ., Pa. Dept. of Computer Science.
Spons Agency—National Science Foundation,
Washington, D.C.

Pub Date 29 Oct 71

Note—26p.; See also ED 053 566

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Programs, *Computer Science Education, Digital Computers, Grade 9, *Programming, Programming Languages

Identifiers—*Project Solo

A module designed to teach ninth grade students how to write simple machine language programs is offered in this newsletter of the University of Pittsburgh's Project Solo. The first few pages of the newsletter present a rationale for having ninth grade students learn programming, and some programs which were written by such students are presented. The relationship between machine language and a high-level language such as BASIC is then discussed. A general overview of the principle components of a digital computer and their relationships is presented, together with a discussion of the basic operation and use of a computer. These principles are then applied to a program, MICROCOMPUTER, which simulates a small computer. Instruction and data words are discussed, various instructions of the accumulator unit are provided. A sample program including a flow chart and procedures for signing onto and using MICROCOMPUTER are also included. (SH)

FL

ED 056 536 FL 002 243

Andersson, Theodore And Others

An Experimental Study of Bilingual-Affective Education for Mexican American Children in Grades K and 1.

Southwest Educational Development Lab., Austin, Tex.

Pub Date 27 Apr 70

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, Bilingual Education, Bilingualism, Curriculum Development, *Educational Innovation, Educational Objectives, English (Second Language), Ethnology, Experimental Programs, Language Arts, *Mexican Americans, Minority Groups, Parent Child Relationship, *Program Design, Program Evaluation, Self Concept, Spanish Speaking, Student Attitudes, *Teaching Methods

This paper proposes an educational study to determine the best way to educate Mexican American children. It suggests an experiment comparing the traditional approach, the English as a second language approach, and a bilingual-affective approach as described by the authors. The detail of the proposed program are presented, and the three language teaching

methods are discussed. Teacher preparation and selection are described as are the criteria for school and student selection. The program is designed to operate through a scientific/democratic decision-making process where the teachers decide as a group on objectives, strategies, and assessment. The teacher's tasks throughout the year are listed along with details on the support they will receive. Criterion measures for testing program effectiveness are presented. Attachments to the main proposal chart the differences in instructional activities that characterize the three methods, provide time and scheduling rules and a typical daily schedule, list assumptions held in each method, describe an experimental research design for evaluative innovative learning activities, and present a theory of parent effectiveness. (VM)

ED 056 537 FL 002 297

Spence, Carol M.

An Evaluation of the Comparison of Hearing and Deaf Subjects to Investigate the Language-Thought Issue.

Pub Date May 71

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Processes, Deaf Education, *Deaf Research, Dialects, *English, Expressive Language, Finger Spelling, *Language Development, Language Skills, Linguistic Competence, Lipreading, Mutual Intelligibility, Receptive Language, *Sign Language, Structural Analysis, Syntax, Thought Processes, Verbal Ability, Verbal Communication

Some insight into the relationship between language and thought can be achieved through a comparison between American Sign Language and English. This paper discusses several studies on this topic and defines some of the problems. The author feels that the deaf using American Sign Language cannot be considered linguistically deficient. A structural analysis of sign language reveals phonemic, syntactic, and semantic features in a rich, complex structure. The author presents an evaluation of competence in expressive and receptive English. There is an analysis of American Sign Language and a discussion on acquisition and the effects of an early use of sign language. The author summarizes studies comparing hearing and deaf subjects on nonverbal cognitive tasks and criticizes a language deficiency experiment. A list of references is included. (VM)

ED 056 538 FL 002 331

Morton, Katherine Tatham, Marcel

The Phonetic Component.

Essex Univ., Colchester (England). Language Centre.

Report No.—Occas-Pap-8

Pub Date Nov 70

Note—7p.; Paper presented at the Spring 1970 meeting of the Linguistics Association of Great Britain, Manchester, England

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Articulation (Speech), Deep Structure, Descriptive Linguistics, Distinctive Features, *Linguistic Competence, Linguistic Performance, Phonemes, Phonetics, *Phonology, *Physiology, Speech, Surface Structure, Transformation Generative Grammar, Vowels

This paper concerns which aspects of speech articulation belong to phonology and which aspects belong to phonetics. The authors deal primarily with physiological criteria, and consider examples of assimilation and its phonological or phonetic relevance. Co-articulation and reduction are also considered; they are viewed as factors responsible for assimilation at the phonetic level which may also provide the physiological motivation for a rule in the phonology. Two distinct limits are set on the co-articulation rules: mechanical or similar limits expressing what can or can't be done with particular articulators in a particular time-governed environment, and linguistic, psychological, or perceptual limits, expressing just what any particular language will tolerate in the way of missed targets before confusion arises. The linguistic limits are within the realm of linguistic competence and should help generate only grammatically correct forms. The phonetics must be grammatical and follow particular rules; in addition, it must be capable of articulation. (Author/VM)

ED 056 539 FL 002 335

Mansell, Philip

Linguistic Parameters in Performance Models.

Essex Univ., Colchester (England). Language Centre.

Pub Date Dec 70

Note—31p.; In Occasional Papers 8, p51-81

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Articulation (Speech), Descriptive Linguistics, Environmental Influences, Language Patterns, Language Research, Language Universals, *Linguistic Competence, *Linguistic Performance, *Linguistic Theory, *Phonetics, *Phonology, Psycholinguistics, Speech, Syllables, Transformations (Language)

This paper deals with problems concerning the nature of the input to a phonetic processor. Several assumptions provide the basis for consideration of the problem. There is a phonological level of processing which reflects the sound structure of the language; the rules associated with it are not affected by variables associated either with the motor system or the environment. One level of processing can be called motor planning, another can be seen as executing the motor plan, and a level of control operates over the execution of the motor plan. The discussion that follows these assumptions concerns the phonetic processing mechanism and raises larger questions concerning the interrelation of linguistic competence and performance. A bibliography is included. (Author/VM)

ED 056 540 FL 002 382

Dombrowski, John And Others

Area Handbook for Guatemala.

American Univ., Washington, D.C. Foreign Area Studies.

Pub Date Mar 70

Note—369p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-705 258, MF \$9.95)

Document Not Available from EDRS.

Descriptors—Agriculture, *Area Studies, *Cross Cultural Studies, Cultural Opportunities, Demography, Education, *Foreign Culture, Guides, History, Industry, Living Standards, Military Service, *Resource Guides, Social Behavior, *Social Structure, Social Values, Socioeconomic Influences, Spanish Speaking Identifiers—Central America, *Guatemala

This volume is one of a series of handbooks prepared by Foreign Area Studies of American University designed to be useful to military and other personnel who need a convenient compilation of basic facts about the social, economic, political, and military institutions and practices of various countries. Chapters focus on: (1) the general character of society; (2) historical setting; (3) physical patterns, settlement patterns, and living conditions; (4) population, including ethnic groups and languages; (5) social structure, family, religion, and social values; (6) political and government systems, political dynamics and values, and foreign relations; (7) education, public information, and artistic and intellectual expression; (8) economic and financial systems, domestic trade, and foreign economic relations; (9) agriculture, industry, and labor; and (10) armed forces, public order, and safety. The emphasis is on objective description of the nation's present society and kinds of possible or probable changes that might be expected in the future. A bibliography, glossary, and index are provided. (Author/RL)

ED 056 541 FL 002 395

Parker, Gary J.

Comparative Quechua Phonology and Grammar

V: The Evolution of Quechua B(1).

Hawaii Univ., Honolulu. Dept. of Linguistics.

Pub Date Mar 71

Note—55p.; In Working Papers in Linguistics, v3

n3 p45-109 Mar 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Consonants, Descriptive Linguistics, *Diachronic Linguistics, Environmental Influences, Etymology, Geographic Distribution, Grammar, *Innovation, Language Classification, *Language Development, Language Typology, Morphemes, Phonemes, *Phonology, *Quechua, Structural Analysis, Syntax, Tables (Data), Uncommonly Taught Languages, Vowels

It is possible to observe phonological innovations in Quechua B in purely linguistic terms, abandoning the use of dialects and subdialects. Isolect and lect are used instead. A particular speech form, with respect to a particular innovation, is an islect in one of three possible ways: it

lacks the innovation; it has the innovation as a variable rule; it has the innovation as a categorical rule. A lect is a speech form so defined for all the innovations in the language or for some particular subset of them. The author discusses several phonological innovations in Quechua B and is able to establish lects for the language based on the innovation. Where possible, the evolution of the innovations is noted. Grammatical innovation is also discussed in the area of syntactic differentiation in the distribution of suffixes. Tables illustrate the distribution of particular innovations; maps show geographical location. A list of references is provided. (VM)

ED 056 542 FL 002 404

Jackendoff, Ray S. Cluiver, Peter

A Reconsideration of Dative Movements or, Beating a Dead Horse Back to Life.

Rand Corp., Santa Monica, Calif.

Report No—P-4501

Pub Date 70

Note—29p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-721272, MF \$9.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Case (Grammar), *Deep Structure, *English, *Grammar, Linguistic Competence, Linguistic Performance, *Linguistic Theory, Semantics, Sentence Structure, Structural Analysis, Structural Grammar, Structural Linguistics, Syntax, Transformation Generative Grammar, Transformations (Language), *Transformation Theory (Language)

After an extensive transformational consideration of the shift of indirect objects with "to" and "for," the authors introduce a theory of perceptual strategy which could be used to supplement transformational theory. According to a concept of perceptual strategy constraints on susceptibility, the strategy for interpreting a sentence involves making hypotheses about the deep structure of the sentence on the basis of the amount of the sentence heard up to a given point. This is first illustrated with relative clauses and is then applied to dative movements. In such an interpretation, the essential task is to find out which constituents have been moved out of their deep structure position and in what deep structure position they originated. This approach appeals to linguistic performance and maintains the distinction between the rules of grammar and how the rules are used by speaker or hearer to interpret sentences. (Author/VM)

ED 056 543 FL 002 405

Winograd, Terry

Procedures as a Representation for Data in a Computer Program for Understanding Natural Language.

Massachusetts Inst. of Tech., Cambridge.

Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency.

Report No—MAC-TR-84

Pub Date Feb 71

Note—464p.; Revised version of a doctoral dissertation, Massachusetts Institute of Technology

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-721 399, MF \$9.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Computational Linguistics, *Computer Programs, Computers, Deep Structure, Discourse Analysis, English, Grammar, Language, *Language Skills, Linguistic Theory, Logic, Programming Languages, *Semantics, Sentences, Sentence Structure, Structural Analysis, Structural Linguistics, *Syntax, Transformation Theory (Language)

This paper describes a system for the computer understanding of English. The system answers questions, executes commands, and accepts information in normal English dialogue. It uses semantic information and context to understand discourse and to disambiguate sentences. It combines a complete syntactic analysis of each sentence with a heuristic understander which uses different kinds of information about a sentence, other parts of the discourse, and general information about the world in deciding what the sentence means. The objectives of the project are a practical language-understanding system, a better understanding of what language is and how it is put together, and an understanding of what intel-

ligence is and how it can be put into a computer. (Author/VM)

ED 056 544 FL 002 406

Ankeny, Lawrence Arthur

The Classification of Chinese Characters by Spatial Filtering Techniques.

Air Force Inst. of Tech., Wright-Patterson AFB, Ohio.

Report No—GE-EE-71-2

Pub Date Mar 71

Note—65p.; Master's Thesis, Air Force Institute of Technology

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-722 852, MF \$9.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Alphabets, *Chinese, Computational Linguistics, Computer Programs, Computers, *Digital Computers, Electronic Data Processing, *Linguistic Patterns, Linguistic Theory, *Machine Translation, Masters Theses, Memory, Writing

A method is proposed in which nondefined Chinese characters may be uniquely classified thus making them compatible for machine translation. An optical-digital device is used to locate nondefined geometric shapes within Chinese characters via spatial filtering techniques and cyclic cross-correlation. Seventeen nondefined geometric shapes are found in a 98 character sample which is representative of a ten thousand Chinese character vocabulary. Preliminary results indicate that 60 percent of the geometric shapes are identified exactly and over 90 percent can be identified within specified tolerances. Geometric shape energy content is shown to be pertinent in the decision process. (Author)

ED 056 545 FL 002 408

Seward, John Wesley, Jr.

Current Youth Unrest: The Image of French Romanticism between 1800 and 1850.

Naval Academy, Annapolis, Md.

Report No—USNA-TSPR-1

Pub Date 15 May 70

Note—72p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-711 281, MF \$9.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Activism, Community Change, European History, *Generation Gap, Reactive Behavior, Romanticism, *Social Change, Social Problems, Social Psychology, Socioeconomic Influences, *Student Attitudes, *Youth Identifiers—*French Revolution

This study analyzes the causes, philosophies, goals, psychologies, and mechanisms of current youth movements in comparison with the Romantic movements in France. Commentary is focused on: the prerevolutionary background history, revolution, Napoleon, post-Napoleonic France, romantic philosophy, French Romanticism, Chateaubriand, Lamartine, Hugo, revolt of youth, American universities, and Cornell University. The historical analogy results in an evaluation of the effects of current youth agitation on social, political, and academic structures. A bibliography is provided. (Author/RL)

ED 056 546 FL 002 410

Publishing, Books and Library Resources: Brazil

and Argentina.

National Book Committee, Inc., New York, N.Y.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Feb 67

Note—162p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-193 164, MF \$9.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Books, Community Resources, Economics, *Educational Resources, Geography, Human Resources, Information Sources, Instructional Materials, *Libraries, Marketing, Political Divisions (Geographic), *Publications, Resource Materials

Identifiers—*Argentina, *Brazil, Latin America This survey synthesizes and analyzes the book resources and book requirements of Brazil, with particular reference to the educational scene, in terms of local production and distribution resources and capabilities. Information on the geography, political establishment, economy, and

educational system of Brazil is presented in the introductory chapters. The report also describes some 13 book-related programs. There are separate chapters on the Brazilian book industry, the role of imported publications, and libraries. Discussion of book programs in Argentina is presented in a 13-page supplement. A six-page bibliography is included. (RL)

ED 056 547

FL 002 411

Schultz, T. Paul
Rural-Urban Migration in Colombia.
Rand Corp., Santa Monica, Calif.

Pub Date Oct 70

Note—26p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-714 329, MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Area Studies, *Cross Cultural Studies, Demography, Living Standards, Migration, *Migration Patterns, Relocation, *Rural Urban Differences, Social Differences, Social Opportunities, Social Structure, *Socioeconomic Influences, Spanish Speaking, Urban Areas, *Urban Culture

Identifiers—*Colombia, Latin America

The rural-urban migration pattern in Colombia during the last 25 years has resulted in a population increase in urban areas from 30 to 52 percent of the total population. This study explores the causes of internal migration. Migration rates are estimated for various groups in the population to clarify who migrates and to where. A model of interregional migration is set forth and estimated for a sample of Colombian municipalities, from which we can infer the responsiveness of migration to some economic, demographic, and political developments in the rural and urban sectors of the society. Various tables pertaining to trends in rural migration rates from 1951-64 and a data appendix are included. (Author/RL)

ED 056 548

FL 002 417

Estep, Raymond
A Latin American Bibliography.

Air Univ., Maxwell AFB, Ala.

Report No.—AU-203-66-ASI

Pub Date July 69

Note—175p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-710 630, MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Bibliographies, *Cultural Background, Economics, History, *Latin American Culture, *Library Collections, Political Socialization, Reference Materials

Identifiers—*Latin America

This bibliography, compiled for the purpose of affording students and faculty members of Air University a quick-reference tool for making use of the vast and growing collection of materials in the unclassified holdings of the Air University Library that relate to Latin America, contains 2,929 annotated entries. Although the bulk of the references pertain to the 1960's, many are to earlier materials. The entries, alphabetically arranged, include publications concerning 27 different countries and 22 subjects. Emphasis is given to economic, political, and historical topics. A glossary and author and subject indexes are included. (Author/RL)

ED 056 549

FL 002 422

Blutstein, Howard I. And Others
Area Handbook for Costa Rica.

American Univ., Washington, D.C. Foreign Area Studies.

Pub Date Oct 70

Note—336p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-715 025, MF \$.95)

Document Not Available from EDRS.

Descriptors—Agriculture, *Area Studies, Cross Cultural Studies, Cultural Opportunities, Demography, Education, *Foreign Culture, History, Industry, Living Standards, Military Service, *Resource Guides, Social Behavior, *Social Structure, Social Values, *Socioeconomic Influences, Spanish Speaking

Identifiers—Central America, *Costa Rica

This handbook is an attempt to provide an integrated exposition and analysis of the dominant social, political, and economic aspects of the

Costa Rican society. It is designed to give readers an understanding of the dynamics of the component elements of the society and an insight into the ideas and goals of its people. Chapters contain material on: (1) general character of the society; (2) historical setting; (3) physical environment, settlement patterns, and living conditions; (4) population, ethnic groups, and languages; (5) social structure, family, religion, and social values; (6) government, political dynamics, and foreign relations; (7) education, public information, and artistic and intellectual expression; (8) economic and financial systems, domestic trade, and foreign economic relations; (9) agriculture, industry, and labor; and (10) public order and internal security. A bibliography, glossary, and index are provided. (RL)

ED 056 550

FL 002 423

Turnage, Thomas W. McGinnies, Elliott
Learning and Short-Term Recall by Chinese and American Students as a Function of Language, Mode of Presentation, and Noun Frequency.

Maryland Univ., College Park. Dept. of Psychology.

By.

Spons Agency—Office of Naval Research,

Washington, D.C.

Report No.—NR-171-250; ONR-595-21; TR-16

Pub Date Nov 70

Note—24p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-715 402, MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*American English, Attitudes, *Chinese, *Comparative Analysis, Cross Cultural Studies, Cultural Differences, Language, Memory, Nominals, Psycholinguistics, Recall (Psychological), Serial Learning, Serial Ordering, Tables (Data), *Verbal Learning, *Visual Learning

The study investigates the effects of linguistic medium (English vs. Chinese), mode of stimulus presentation (visual vs. auditory), and noun frequency on short-term serial recall and serial learning. The results indicate that auditory input facilitates learning for American subjects but not for Taiwanese subjects, who learned somewhat faster with visual input. The findings support the general hypothesis that mode of input—especially with relatively unfamiliar material—may affect the meaningfulness of stimuli (as defined by associative value) for subjects who use ideographic rather than alphabetic symbols. The results are discussed with respect to implications for cross-cultural studies of persuasion as they might be influenced by verbal learning factors. (Author)

ED 056 551

FL 002 424

Sutton, Otis K., Comp.

The United States in the Caribbean.

Air Force Academy, Colorado Springs, Colo.

Pub Date Dec 70

Note—38p.; Special Bibliography Series No. 44

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-716 548, MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Area Studies, Bibliographies, Foreign Policy, Latin American Culture, Reference Books, *Reference Materials, *Resource Guides, Spanish Speaking

Identifiers—*Caribbean, Central America, Dominican Republic

This reference work lists books, periodicals articles, Rand reports, and other documents in five subject areas: (1) the Caribbean and Central America, (2) the Continent, (3) Cuba, (4) the Dominican Republic, and (5) United States policies. The introductory section focuses on reference aids. The majority of the entries date from 1960 through 1969. (RL)

ED 056 552

FL 002 448

Alexander, Ralph A. And Others

Empathy, Projection and Negation in Seven Countries.

Rochester Univ., N. Y. Management Research Center.

Spons Agency—Office of Naval Research,

Washington, D.C.

Report No.—TR-35

Pub Date 1 Aug 70

Note—42p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-712 480, MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, Class Attitudes, *Cross Cultural Studies, Cultural Images, Cultural Traits, Empathy, *Identification (Psychological), Interpersonal Relationship, Management, *Middle Class, Negative Attitudes, *Personality Assessment, Projective Tests, Psychological Characteristics, Psychological Evaluation, Psychological Patterns

This report describes an experimental study designed to manipulate and test cross-cultural similarities and differences in interpersonal perception despite the increasingly cosmopolitan nature of people from all cultures, greater frequency of social, business, educational and governmental contact among people from different countries, and the concomitant need for more accurate knowledge and a better understanding of both culture-based and culture-free personality factors. The study reported here was undertaken as part of a larger effort directed toward solving some of the technical and methodological problems of transnational personality and perception research as well as conducting an investigation into some specific issues regarding interpersonal interactions. Data for this study consisted of the responses of 451 middle managers from the United States, India, Norway, United Kingdom, Denmark, Italy, and Spain. Several tables of results and a list of references are included. (Author/RL)

ED 056 553

FL 002 451

Paulston, Christina Bratt

The Sequencing of Structural Pattern Drills.

Pub Date 7 Mar 71

Note—24p.; Paper presented at the Fifth Annual TESOL Convention, New Orleans, La., March 7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Applied Linguistics, *Communication (Thought Transfer), Grammar, Language Fluency, *Language Instruction, Language Skills, Learning Theories, Linguistic Competence, Oral Communication, *Pattern Drills (Language), Second Language Learning, Structural Grammar, *Teaching Methods

It is necessary to classify and order structural pattern drills to assure a systematic and efficient progression in the classroom from mechanical learning to the internalizing of competence. The linguist and the language teacher must reexamine language learning theories and make changes according to the new data. Language learning is partly habit formation, but meaning and communication must also be included in the classroom activities. There are three types of drills: mechanical, meaningful, and communicative. Mechanical drills can be conducted without grammatical analysis. In meaningful drills, the student must recognize the characteristic features involved in language manipulation. Communicative drills require free transfer of learned language patterns to appropriate situations and allow the speaker to add new information about the real world. (VM)

ED 056 554

FL 002 453

Levinson, Frieda L.

Theory and Practice of Bilingualism.

Pub Date [70]

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, *Bilingualism, Classroom Materials, Classroom Techniques, Cultural Differences, Curriculum Development, Educational Experiments, *Educational Objectives, Grammar, Interference (Language Learning), *Language Fluency, Language Skills, Learning Theories, Lesson Plans, Pronunciation, Reinforcement, *Second Language Learning, Teaching Methods, Test Validity, Vocabulary

This paper presents a discussion of the theory of bilingual education, including ideas developed by several linguistic researchers. Various aspects of bilingual education are discussed including objectives, definition, raison d'être, dominance and balance, learning, types, and barriers. Second language learning is considered along with reasons for studying a second language, relevant misconceptions, and obstacles to learning. The role of the effective teacher, bilingual word meaning, and test validity are covered in the paper. The author reports on educational experiments in bilingualism and provides a suggested lesson plan and bibliography. (VM)

ED 056 555 FL 002 454

Garvey, Catherine And Others

A Structural Approach to the Study of Convergent Communication.

Pub Date Feb 71

Note—20p.; Paper presented at the meeting of the American Educational Research Association, New York, N.Y., February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, Behavior, Behavior Patterns, *Communication (Thought Transfer), Language Development, Language Skills, Linguistic Competence, *Linguistic Patterns, *Oral Communication, Speech, *Structural Analysis, Structural Linguistics, Tables (Data)

It is possible to perform a structural analysis of similar conversations and define units within particular types of conversations to discover the regularities underlying the considerable variation in natural communication. Convergent communication consisting of an exchange of information in pursuit of a mutually agreed upon goal can be seen as a highly structured type of behavior in which both participants perform according to complex sets of shared rules. Various parts of conversations are defined and a pattern of differences is found between different age groups, indicating that conversation organization is a feature that is acquired along with language development. References are included. (VM)

ED 056 556 FL 002 456

Workpapers: Teaching English as a Second Language, Volume V.

California Univ., Los Angeles.

Pub Date Jun 71

Note—161p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Applied Linguistics, Aptitude Tests, *Bilingual Education, Composition Skills (Literary), Computers, Contrastive Linguistics, Dialects, *English (Second Language), *Grammar, Interference (Language Learning), *Language Skills, Learning Difficulties, Mexican Americans, Phonemics, Phonetics, Reading, Second Language Learning, Teacher Education, Teaching Techniques

This is the fifth volume of work papers on the teaching of English as a second language. The topics are varied and cover a large area of related subjects. The titles in this volume include: "The Interaction of Dialect and Style in Urban American English," "Trends in English Abroad," "Some Thoughts on Bilingual Education for Mexican American Children in California," "A Lecture on Reading," "Composition: Control and Communication," "Application of Question and Answer Drills to Group Work," "Two Functions of English Articles," "Instant TESL: or, The Possibilities of Short-Term 'Training'," "A Language Aptitude Test for the Japanese (GTT)," "Transfer and Interference as Special Cases of Induction and Substitution," "Difficulty, Contrastive Analysis, and Predictability," "Problems in ESL and TESL at UCLA: A Seminar Report," "Cockneys and Cockney Rhyming Slang: Some Unscientific but Affectionate Observations from the Notebook of a Sabbatical Traveller," "Phonetics vs. Phonemics in the ESL Classroom: When is Allophonic Accuracy Important?" "Experience, Knowledge, and the Computer," "Notes," and "A Reading Program for ESL Primary Students." Abstracts of masters theses are also included. (VM)

ED 056 557 FL 002 467

Oh, Choon-Kyu

Aspects of Korean Syntax: Quantification, Relativization, Topicalization, and Negation.

Hawaii Univ., Honolulu. Dept. of Linguistics.

Pub Date Aug 71

Note—235p.; Doctoral dissertation published in

Working Papers in Linguistics, v3 n3 Jun 1971

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Connected Discourse, *Deep Structure, Doctoral Theses, Grammar, *Korean, Linguistic Theory, Negative Forms (Language), *Semantics, Sentences, Surface Structure, Syntax, Transformational Generative Grammar, Transformations (Language), *Transformational Theory (Language)

By offering solutions to long-standing problems like quantification, relativization, topicalization, and negation in Korean syntax, the present dissertation aims to show the limitations of any approach which concentrates on the sentence as a

linguistic unit or which takes semantics to be interpretative. One possible solution suggested here is a topic-by-topic approach, with the idea that there are two basic types of sentences: introductory sentences which introduce the existence of an object or fact, and other sentences which assert things other than the existence of that item. Chapter two covers quantification; chapter three discusses restrictive and non-restrictive clauses; chapter four considers topicalization; and chapter five deals with negation. Appendix one discusses formal constraints on the deletion of reflexive pronouns and considers the role of presupposition in grammar in the area of pronominalization by deletion. Other appendixes list the rules used in the paper and Korean particles. A bibliography is included. (Author/VM)

ED 056 558 FL 002 468

Czech Basic Course Pattern Drills: Volume I, Lessons 1-56.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No.—01C247

Pub Date May 71

Note—305p.

Available from—Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Audiolingual Methods, *Czech, Grammar, *Instructional Materials, *Intensive Language Courses, Language Instruction, Language Skills, *Pattern Drills (Language), Second Language Learning, Slavic Languages, Structural Grammar, Substitution Drills, Uncommonly Taught Languages, Vocabulary

This volume is part of the Czech Basic Course designed to train native English speakers to a level 3 proficiency in understanding, speaking, reading, and writing Czech in intensive language programs employing the audiolingual approach. It contains the pattern drills of the first 56 lessons. The drills to lessons 4-24 are in two parts. Part 1 consists of drills for the perception of new structural features, while Part 2 is designed for practice in and reinforcement of what has been perceived. The lesson designations correspond to those of the Basic Course. Since lessons 1-3 contain no structural drills, a study of the basic vocabulary contained in them precedes the drills of lesson 4. (Author)

ED 056 559 FL 002 479

Holt, Grace Sims

Changing Frames of Reference in Speech Communication Education for Black Students.

Pub Date 29 Dec 70

Note—11p.; Speech presented at the Speech *Communication Association Convention, New Orleans, La., December 29, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acculturation, Affective Behavior, Attitudes, Black Community, *Communication (Thought Transfer), Communication Problems, *Cultural Education, Curriculum Development, Educational Objectives, *Negro Education, Negro Students, Nonstandard Dialects, *Self Concept, Social Dialects, *Speech Education

This paper presents ideas concerning speech communication education for black students and discusses some of the difficulties that exist. Black Americans have not shared in the material wealth in America because blacks are systematically excluded as trespassers in the white world on the basis of race, not speech. The assumption that the first step to economic security is "good speech" is incongruous with the indisputable experience of blacks. Blacks, realizing this, are attempting to glorify the legitimacy and viability of their heritage and recognize it as one of many valid means of linguistic expression. The educational frames of reference should be changed and there should be means for developing new lines of orientation. The author presents a genuinely black frame of reference for ideological and theoretical consideration. Affect is postulated as the crucial component. The author suggests several thematic activities within the black frame of reference. (Author/VM)

ED 056 560 FL 002 480

Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, In-

strumentation for Its Investigation, and Practical Applications.

Haskins Labs., New Haven, Conn.

Report No.—SR-25-26-71

Pub Date 71

Note—151p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Acoustic Phonetics, Anatomy, Articulation (Speech), *Auditory Perception, Consonants, Data Analysis, Ears, *Electronic Data Processing, *Experiments, *Language Research, Memory, Neurological Organization, Phonemes, Phonetics, *Phonology, Physiology, Reading, Spectrograms, Syllables, Vowels

This collection on speech research presents a number of reports of experiments conducted on neurological, physiological, and phonological questions, using electronic equipment for analysis. The neurological experiments cover auditory and phonetic processes in speech perception, auditory storage, ear asymmetry in dichotic listening, auditory perception and processing, cerebral reaction to speech signals, and the relationship between speech and reading disability. The physiological experiments examine articulatory muscles, control of tongue position, laryngeal muscles, velopharyngeal mechanism, and vocal tract size normalization. The phonological investigations consider tense-lax features in some English vowels and "Vowel Duration as a Cue to the Perceptual Separation of Cognate Sounds in American English." One report covers the latest development in the Haskins electronic system for collecting and processing data in research. (VM)

ED 056 561 FL 002 490

Levinsky, Frieda

Methods for Improving Teaching Spanish: Predictions of Success in Audio-Lingual and Cognitive Classes.

Pub Date [May 71]

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, *Audiolingual Methods, *Cognitive Processes, *Educational Experiments, Instructional Program Divisions, Language Instruction, Learning Processes, *Modern Languages, Objective Tests, Secondary Schools, Second Language Learning, Spanish, Standardized Tests, Statistical Analysis, Student Motivation, Student Needs, Teaching Methods

This study reviews current research seeking to determine the relative importance of methodology upon success in language learning programs. Six language classes, instructed for a full academic year according to either the principles of the audiolingual or cognitive code language learning theory, were the focus of an experiment to statistically determine the effect of high school rank, aptitude, and SAT quantitative scores on achievement. Methods and procedures are discussed and results are examined. Teachers' comments on daily activities and numerous statistical tables are included. (RL)

ED 056 562 FL 002 551

Bronstein, Arthur J., Ed. And Others

Essays in Honor of Claude M. Wise.

Speech Association of America, New York, N.Y.

Pub Date 70

Note—235p.

Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 (\$7.50)

Document Not Available from EDRS.

Descriptors—Acoustics, Articulation (Speech), Child Language, Consonants, Contrastive Linguistics, Dialects, English, *Essays, Hawaiian, Japanese, Language Rhythm, *Linguistics, Navaho, *Phonology, *Rhetoric, Semantics, *Speech, Speech Pathology, Syllables

The essays in this collection cover a wide variety of topics related to linguistics and speech. Many essays cover topics concerned with phonology: phonological units, developmental phonology, phonetic reality, rhythmic prose, sound syntax, and meaning, interconsonantal differences, and Japanese and English consonant phonemes. Other topics in the area of phonology include pattern change of southern dialects, "The Status of 'r' Among North Carolina Speakers," and "An Alphabet for Hawaiians." One essay discusses "Hopi and Navajo Concepts of Certain Speech Disorders." Several deal with rhetoric and oratory; one provides a sketch of Fourth of July oratory. Biographical material on the contributors

is presented; a selected bibliography of Mr. Wise's works is included. (VM)

ED 056 563 FL 002 571

Lawton, David, Ed.

Papers from the Michigan Linguistic Society Meeting, October 3, 1970. Volume 1, Number 2. Michigan Linguistic Society.

Spons Agency—Central Michigan Univ., Mount Pleasant.

Pub Date 71

Note—121p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Conference Reports, *Descriptive Linguistics, *Dialects, *English, Language Patterns, Morphemes, *Phonology, Psycholinguistics, Racial Attitudes, Semantics, Social Differences, *Sociolinguistics, Structural Linguistics, Syllables, Syntax, Verbal Communication, Verbs, Vowels

The seven papers in this volume cover varied topics in the field of current linguistics. The first paper, on underlying phonological representations, is written to show that, on the basis of syllabification, vowel quality is a redundant aspect of English phonology and that stress assignment can also be based on syllabification. The second paper presents some observations concerning inter-racial sociolinguistic language behavior of high school youth. Differences and disagreements between structural and Chomskian (and post-Chomskian) linguistics are discussed in another paper. The author of the fourth paper performs a structural semantic analysis on a line from one of Sherwood Anderson's short stories. The analysis is based on Firthian concepts of collocation and context and employs ideas developed by Katz and Fodor, Sydney Lamb, and Uriel Weinreich. The fifth paper presents a discussion of subject-raising verbs and structures that accompany such constructions. One paper considers various aspects of the varieties of English spoken in India. The final paper discusses Whorf's linguistic relativity and criticizes that theory in terms of recent linguistic thought. (VM)

ED 056 564 FL 002 573

Shane, Harold G., Ed. And Others

Interpreting Language Arts Research for the Teacher.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 71

Note—205p.

Available from—Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (611-17846, \$4.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Child Language, Composition Skills (Literary), Creative Writing, *Curriculum Development, Grammar, Handwriting, *Language Arts, *Language Development, *Language Instruction, *Language Research, Language Usage, Linguistics, Listening Comprehension, Listening Skills, Literature, Mass Media, Oral Communication, Reading Research, Second Language Learning, Spelling

This book presents chapters concerning various aspects of research in language arts and implications for language instruction. The works of individuals are mentioned throughout the book, and 1,168 references are included in a list of works cited in the text. The research topics covered involve language development, oral language, listening, the relationship between listening and reading, mass media and language arts instruction, classroom applications of reading research for both secondary and elementary schools, handwriting, spelling, creative writing in secondary and elementary schools, literature, linguistics, grammar, usage, and foreign language instruction. For original announcement of this document, see ED 053 152. (VM)

ED 056 565 FL 002 574

Mullen, Dana

A Plan for Fluency First.

Saskatchewan NewStart, Inc., Prince Albert.

Spons Agency—Canadian Dept. of Regional Economic Expansion, Ottawa (Ontario).

Pub Date 71

Note—183p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Education, American Indian Culture, *American Indians, Bibliographies,

Cree, *Curriculum Design, Educationally Disadvantaged, *English (Second Language), Illiteracy, Instructional Materials, *Language Fluency, *Language Skills, Mathematics, Reading Skills, Second Language Learning, Self Concept, Teaching Methods, Textbooks

Identifiers—*Canada

The program discussed in this report is designed for teaching English as a second language to disadvantaged adults among the Indian and Metis population in the northern prairie lands of Canada. It is especially intended for adults who are not literate in their own language and realizes that the students must speak English before they can learn to read it. The teaching approach is directly related to the interests of the trainees, and content, methods, and visual aids are constructed according to their experience. A situational approach is used. Other special features of the course include detailed use of instructional objectives and a planned daily "Talking Hour" in the students' own language. The course is planned as an integrated whole, so that the language lessons prepare the trainees for reading and mathematics. The report provides details on program organization and annotated lists of materials concerning language and language teaching and Indian culture and history. A proposed course content is provided along with a discussion of instructional arrangements and objectives. (VM)

ED 056 566 48 FL 002 580

Ferguson, Charles A.

The Ethiopian Language Area.

Stanford Univ., Calif.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date Jul 71

Contract—OEC-0-71-1018(823)

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anharic, Consonants, *Descriptive Linguistics, *Distinctive Features, Geographic Distribution, *Grammar, *Language Classification, Language Patterns, Language Typology, Morphology (Languages), Phonemes, *Phonology, Pronunciation, Semitic Languages, Somali, Structural Analysis, Syntax, Tables (Data), Verbs, Vowels

Identifiers—*Ethiopia

This paper constitutes the fifth chapter of the forthcoming volume "Language in Ethiopia." In an effort to better define the particular linguistic area, the author analyzes phonological and grammatical features that languages in the area have in common. A number of features have been identified as characteristic of the area, and this chapter discusses eight phonological and eighteen grammatical characteristics which constitute significant items within the languages under consideration. Tables illustrate the distribution of these features among the particular languages. A list of references is included. (VM)

ED 056 567 48 FL 002 581

Lado, Robert And Others

The Relationship of Thought and Memory in Linguistic Performance: 'Thought' Exercises in Foreign Language Teaching. Final Report.

Georgetown Univ., Washington, D.C. School of Languages and Linguistics.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date Aug 71

Contract—OEC-0-70-1626

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, Deep Structure, Error Patterns, Experiments, *Language, Language Instruction, *Language Research, *Linguistic Performance, *Memory, Psycholinguistics, Recall (Psychological), Second Language Learning, Surface Structure, Tables (Data), *Thought Processes, Translation

The experiments discussed in this report are designed to explore the relationship between language and thought and implications for foreign language learning. Three basic issues are considered: whether or not thought and language are sufficiently distinct to require separate attention and planning as distinct factors in language teaching; the role of thought in foreign language performance; and means of introducing thought into language teaching, with an experimental check on its effect on learning and motivation. Five experiments are described along with their

results, and the conclusions are reviewed. Thought and language are considered distinct; thought is central in language in maintaining unity, continuity, and relevance; and language is a symbolic system used to refer to thought. Findings on memory and recall are also presented. Examples from the experiments and a bibliography are provided. (Author/VM)

ED 056 568 FL 002 586

Wyss, Emil

Zur Lyrik in der Schule (Lyrics in the School).

Pub Date May 54

Note—17p.

Journal Cit—Schulpraxis; v44 n2 p25-41 May 1954

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescence, Cultural Enrichment, Curriculum Development, *German Literature, Individual Differences, *Literature Appreciation, *Lyric Poetry, Reading Material Selection, *Secondary Education, Student Attitudes, Student Motivation

Identifiers—*Switzerland

Good German lyric poetry is a union in a higher reality of the inner life with the world of objects. Its use of musical effect, metaphor, and the mysterious and imponderable creates for the trained reader a sense of permanent beauty. The German-speaking, adolescent, secondary-school student is ripe for such an experience, having reached a point in life when his inner discovery needs outward expression. Consequently, he will often find deep beauty and meaning in the lyric poem. Lyric ballads provide an engaging means for beginning instruction, and further study of the poetical treatment of everyday phenomena will enhance the student's appreciation of the world around him. Lyric poetry might even be used to teach historical, geographical, and biological material, as long as its intrinsic, artistic value is not ignored. Caution must be exercised, however, in the choice of poems. In considering their difficulty, one must remember the abilities of the students, sex differences (girls are generally more sensitive to lyric poetry), and individual capacity. Each student must be permitted to make poetic discovery at his own level. A list of references is included. (RS)

ED 056 569 FL 002 588

Eggimann, Ernst

Moderne Sprache im Deutschunterricht (Modern

Language in German Instruction).

Pub Date Dec 65

Note—16p.

Journal Cit—Schulpraxis; v55 n8-9 p181-196 Nov-Dec 1965

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Choral Speaking, Creative Writing, Expressionism, *German, Haiku, Instructional Innovation, *Language Enrichment, Literary Analysis, Literature Appreciation, Phonology, *Poetry, *Secondary Education, Student Motivation, *Teaching Techniques, Twentieth Century Literature

Identifiers—*Switzerland

Several techniques are presented which were used to enliven secondary-school German instruction in Switzerland and to increase student interest and motivation. Classes listened to haiku, discussed the elements of the form, and then wrote their own haiku on suggested topics. A quasi-musical choral speaking performance was developed on poetry of Morgenstern, using solo and chorus alternation, polyphonic effects, and "Sprechstimme." A brief study of phonology was the motivational device for this undertaking. Grammatical games were incorporated into creative writing; short expressive texts were composed using only nouns, only verbs, or a syntactically free combination of words. Modern German poetry was studied by a variety of techniques, including student efforts to write poetry on the theme of the poem to be treated, analysis of formal symmetry, concept-by-concept reconstruction of the poem, and discussion of the poet's style of observation and expression. (RS)

ED 056 570 FL 002 589

Steiner, Ernst

Sprachunterricht auf der Mittelstufe: 4./5./6. Schuljahr (Language Instruction in Grades 4-6).

Pub Date Dec 67

Note—37p.

Journal Cit—Schulpraxis; v57 n11-12 p233-269 Nov-Dec 1967

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Choral Speaking, *Composition (Literary), Creative Writing, Descriptive Writing, Dramatics, *Elementary Education, *German, *Language Instruction, Narration, Pantomime, Pictorial Stimuli, *Poetry, Speech Skills, Story Telling, Student Ability, Student Motivation, Teaching Methods
Identifiers—*Switzerland

This article discusses methods of teaching poetry and composition to German speaking elementary-school students in Switzerland. One effective device for treating poetry is enactment; children practice acting, declamation, pantomime, and narration while learning the poem. Another device is choral speaking with individually assigned roles, which allows the teacher to rate students' speaking skills, including fluency, expression, intonation, and pacing. Both methods permit the teacher to minimize his active role. A useful technique for approaching composition is telling stories about pictures. Children learn effectively to describe events and actions and to order their presentation. Subsequently, they will be able to write more coherently. In assigning a composition, the teacher should not give a one-word title, since this is too vague and uninspiring. Preferable is the "framework theme," a series of sub-topics or suggestive sentences grouped under a general heading. This device stimulates the student's imagination, keeps him from going astray in his presentation, and promotes fluency. Concrete illustrative examples of all the above methods are furnished. (RS)

ED 056 571 FL 002 590

Mader, Rolf
Zum Französischunterricht in der Primarschule
(French Instruction in the Primary School).

Pub Date Jul 68

Note—22p.

Journal Cit—Schulpraxis; v58 n7 p153-174 Jul 1968

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, Audiovisual Instruction, Educational Innovation, *French, *Language Instruction, Language Laboratories, Morphology (Languages), Phonemics, *Primary Education, Programed Instruction, *Second Language Learning, Structural Linguistics, Substitution Drills, Tape Recorders, *Teaching Methods, Word Frequency, Writing Skills
Identifiers—*Switzerland

This article discusses innovations in the teaching of French to German-speaking Swiss students at the primary level, based on a structural approach. Phonemics and morphology are explained, as well as the stress placed on the primary of aural comprehension and oral exercises. Word-by-word construction of sentences is eschewed and is replaced by substitution drills. Word-frequency counts are presented as an important tool in choosing vocabulary, and the advantages of several modern methods are discussed, including: the use of two-track tape recorders in the language laboratory; programed instruction; and audio-visual techniques. Two approaches to written work—analytic and "whole sentence"—are compared, and reasons are given for the postponement of writing. After presenting a sample lesson made up of dialogues, oral exercises, a reading selection, picture description, and an anecdote, the author suggests solutions to potential problems in change of method, pacing for different grades, and correction techniques. A considerable selection of resource materials and organizations is offered for aid in planning instruction and student activities. References are included. (RS)

ED 056 572 FL 002 591

Moine, Virgile And Others
Italienischunterricht (Italian Instruction).

Pub Date Aug 65

Note—32p.

Journal Cit—Schulpraxis; v55 n5 p97-128 Aug 1965

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, Educational Improvement, *Educational Programs, Educational Resources, *Italian, *Language Instruction, Literary Analysis, *Periodicals, Poetry, Reference Materials, *Second Language Learning, Study Centers, Textbook Preparation
Identifiers—Quasimodo (Salvatore), *Switzerland

This issue of "Schulpraxis," a Swiss journal for language teaching, is devoted to Italian instruction in Switzerland. It includes: (1) an interpretation of the poem "Le morte chitarre" by Salvatore Quasimodo, conducted in a girls' school in German Switzerland, (2) a presentation of principles for an Italian textbook to be based on modern linguistic methods, (3) an overview of Italian instruction programs in the canton of Bern, (4) a claim by a professor from Italian Switzerland that Italian instruction should be made nation-wide, (5) a report on study camps for Italian instruction in Tessin (Ticino), (6) statements on the role of Italian in the Swiss telephone company and in army training schools, and (7) a catalog of materials for Italian instruction including annotated bibliographies of textbooks, readers, anthologies, dictionaries, grammars, exercise books, phonograph records, and a list of authors whose works are suitable for language teaching. (RS)

ED 056 573 FL 002 592

Slack, Charles W.

Lesson Writing for Teaching Verbal Chains:
Order in Which Elements Are Taught. Part II:
Error Patterns as the Result of Selection of
Words for Fading.

TOR Education, Inc., Stamford, Conn.

Report No.—NONR-3972(00)

Pub Date Feb 64

Note—47p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-710 581, MF \$9.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Behavior, Cognitive Processes, Error Patterns, Experiments, Instructional Materials, *Language Research, *Learning Theories, *Memory, *Programed Instruction, Psycholinguistics, Serial Learning, Teaching Methods, Test Construction, *Verbal Learning
The results of a number of experiments with the memorizing of several different subject-matters are presented in such a way that the relationship between number of opportunities for error (word elements faded) and number of errors actually made can be observed for individuals and groups. The particular selection of word elements to be taught by fading in each trial is the parameter within each subject-matter. This report contains a number of separate sets of results, each of which is presented in graphic form. The data are presented as illustration of the importance of certain variables and unimportance of others in the learning situation rather than as evidence of significant differences between conditions. The data suggest that relative strength of elements is a critical variable effecting errors on any particular trial and the number of trials needed to reach the criterion. In contrast, ordinal position (whether the beginning or the end of the chain is faded first) does not appear as a terribly important consideration. (Author)

ED 056 574 FL 002 602

Wilson, Robert D.

A Reading Program for ESL Primary Students.

Pub Date 5 Mar 71

Note—6p.; Speech presented at the Fifth Annual TESOL Conference, New Orleans, La., March 5, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, *Educational Strategies, *English (Second Language), Grammar, *Language Skills, Linguistic Competence, Phonology, *Primary Grades, Reading Comprehension, *Reading Programs, Reading Readiness, Retention, Second Language Learning, Sentences, Structural Analysis, Syntax

This paper describes a reading program researched, designed, and developed by consultants in Total Education for primary students whose mother tongue is other than English. The program includes teaching strategies that trigger universal learning strategies. The program is divided into four general stages, each stage containing particular educational strategies. The first stage is designed for learning to read and contains tasks for linguistic preparation toward reading readiness; it also develops visual and auditory learning ability and fosters motivation. The second stage, learning how to learn to read, is designed to trigger the learning strategies that students must apply to the task of making sense out of the configurations on the printed page. The third stage, learning how to read, develops a set of strategies for applying the results of the preceding stages. The fourth stage, reading for

learning, involves the general strategies of empirical cognitive processing. These four stages should be recycled throughout the entire school life of the student. (VM)

ED 056 575

FL 002 618

Westerman, R. Cecil

Linguistic Evidence for the Mathematical Structure of Social Organization.

Note—107p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Anthropology, Cognitive Processes, Computers, Content Analysis, Cultural Education, Culture, Films, *Interaction, *Linguistics, Mathematics, Measurement Instruments, Personality, *Psychology, Serial Ordering, *Social Behavior, Social Relations, *Sociology, Structural Analysis, Verbal Communication

The instrument described in this paper investigates the models used by subjects to divide their social universe into two mutually exclusive systems of interaction. This is done by means of motion picture films which portray three geometric figures in action and elicit stories about animated beings as they move in social space from informants. The responses provide data on the relationship between language, culture, and personality. Two of the assumptions supported by the evidence are that culture is transmitted in two differential lines of transmission and that these two differential lines of transmission remain, for the mature adult, differentiated into two complementary and mutually-exclusive cognitive systems which can be identified by linguistic coding systems. The paper describes the instrument and the use of films. Details on administration, scoring, content analysis, computer use, and results are provided. Examples of full text responses are presented along with a discussion of implications and suggestions for further research. A bibliography is included. (Author/VM)

ED 056 576

FL 002 620

Day, Conley

Pre-listening: Teaching toward Auditory Competence.

Pub Date 5 Mar 71

Note—19p.; Speech presented at the Fifth Annual TESOL Conference, New Orleans, La., March 5, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Auditory Perception, Cognitive Processes, Educational Innovation, Educational Strategies, *English (Second Language), *Language Development, Language Patterns, Language Skills, Learning Theories, Linguistic Competence, *Listening Comprehension, *Listening Skills, Second Language Learning

Because listening is a vital part of language learning, listening skills should be developed as a learning mode. Pre-listening skills should be taught just as pre-reading skills are taught. Children in command of the auditory perceptual abilities which contribute most to listening will transfer these abilities to increasingly difficult listening task, e.g., listening for comprehension. Six areas for pre-listening development have been isolated: perceiving the position of a stimulus in space and time, perceiving figure-ground relationship, perceiving stimulus constancy, perceiving spatial and temporal relationships, auditory-motor coordination, and perceiving the nature (structure) or the subject matter (sound). All six strategies are developed as listening tasks, first in the context of nonlinguistic sounds and then in the context of speech. A list of references is included. (Author/VM)

ED 056 577

FL 002 633

Kennedy, Dora F.

Mexican Americans: A Teaching and Resource Unit for Upper Level Spanish Students, to Be Executed in Spanish or in English for Social Studies Classes, or Classes in Hispanic Cultures.

Prince George's County Board of Education, Upper Marlboro, Md.

Pub Date 71

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Bibliographies, *Course Content, Cultural Differences, *Cultural Education, Dialects, Glossaries, Instructional Materials, Mexican American History, *Mexican Americans, Middle Class Culture, Minority Groups, *Resource Units, Social Attitudes, Social Studies, Spanish, Student Centered Curriculum, *Teaching Methods

This teaching and resource unit on Mexican Americans is designed for advanced level students of Spanish, mainly in the eastern United States, who are of a middle-class, suburban background. One of its chief purposes is to increase the understanding of needs of minority groups so that future voting citizens of the majority culture will be more disposed to change and to finance change. The objectives of the unit are presented along with details on suggested books and materials, method and content with areas of emphasis, organization and activities, and means for evaluation. A sample test and attitudinal survey are included. Supplementary information includes a Chicano glossary, a chronological outline of Mexican history, a listing of members of the Chicano Press Association, a listing of sources of information, an annotated bibliography on Mexican Americans and Mexico, and a list of Mexican American resource persons in the Washington, D.C. area. (Author/VM)

ED 056 578 24 FL 002 642

Reeback, Robert T. *Osterreich, Helgi*
Progress Report on the Oral Language Program.
Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-6-2827
Pub Date 71
Contract—OEC-4-7-062827
Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Comparative Analysis, *English (Second Language), *Instructional Materials, Instructional Systems, Language Instruction, Language Tests, *Oral English, *Primary Grades, Program Design, Program Development, *Program Evaluation, Realia, Second Language Learning, Tables (Data)
The Oral Language Program is a set of instructional materials in English as a second language for children aged five to seven. It is also an instructional system; in addition to 150 lessons for the children, there are pupil assessment devices, teacher training procedures and materials, program evaluation procedures, and installation and monitoring procedures. This report summarizes the progress of the Oral Language Program through the various stages of development. It concentrates on the instructional and assessment components for pupils and teacher training, and reports on program evaluation. Installation procedures are not covered. The three major sections of the report are a comparison between the Oral Language Program and its antecedent, a detailed review of the stages of developmental work on the program since 1967, and a report of the most recently completed field trials of the program, i.e., those conducted in the 1969-70 school year. (Author)

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ED 056 579 FL 002 652

Cohen, Karen M. *Kimmerling, Flo Gryn*
Attitudes Based on English Dialect Differences: An Analysis of Current Research.

Language Research Foundation, Cambridge, Mass.

Pub Date Jul 71

Note—54p.; In Language Research Report No. 4

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American English, Communication (Thought Transfer), Cultural Differences, *Dialects, Discriminatory Attitudes (Social), Ethnic Grouping, Language, *Literature Reviews, Minority Groups, Negro Dialects, Nonstandard Dialects, Personality, Social Dialects, Social Differences, *Sociolinguistics, Speech, Tables (Data), *Teacher Attitudes

This paper organizes and evaluates 18 studies dealing with attitudes based on language differences which people possess toward others. Special consideration is given to the area of teacher-student relationships. The authors present a synopsis of each of the 18 studies, considering such details as purpose, speakers, judges, stimulus materials, measure, factors of speech studied, and findings. A summary of selected statistical data is presented, followed by a discussion of the general results of the studies, considering ethnic and dialect identification, speech quality, social and personal factors, and teacher-student relationships. The final sections of the paper include an evaluation and critique of the study and a discussion of conclusions and implications. (VM)

ED 056 580

Fraser, Bruce
Sentences and Illocutionary Forces.
Language Research Foundation, Cambridge, Mass.

Pub Date Jul 71

Note—67p.; In Language Research Report No. 4

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Deep Structure, Descriptive Linguistics, English, Generative Grammar, Grammar, *Linguistic Competence, Linguistic Theory, *Semantics, *Sentences, Sentence Structure, Structural Analysis, Surface Structure, Syntax, Transformation Generative Grammar, *Transformation Theory (Language), Verbs

This paper considers the way in which a grammar must account for the speaker's knowledge of sentence force as opposed to sentence form or meaning and the way in which this force is related to a sentence. According to the performance analysis approach, the force of each sentence should be stated explicitly as a part of the underlying representation of that sentence. After consideration and rejection of performative analysis, the author suggests an approach which states that sentence force is a function of sentence meaning, analogous to the work in semantics showing that sentence meaning is a function of constituent meaning and sentence form. Three types of relationships between sentence meaning and sentence form (explicit, underdetermined, and idiomatic) are described along with examples of each. A list of references is included. (VM)

ED 056 581

Ramirez, Jean A.
Hearing and Speaking Skills in Teaching English as a Second Language.

Pub Date 3 Mar 71

Note—19p.; Speech presented at the Fifth Annual TESOL Conference, New Orleans, La., March 3, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), Comparative Analysis, *English (Second Language), Instructional Materials, *Language Development, *Language Instruction, Language Patterns, Language Skills, *Listening, Reading, Second Language Learning, *Speaking, Teaching Methods, Writing

This paper presents some thoughts on teaching listening and speaking skills in second language learning. Both teacher and student roles are discussed along with learning devices. Teacher and student share active and productive roles in the development of listening and speaking skills; the breadth of each of their roles encompass both self-analysis and attention to the activity of the other. (Author/VM)

ED 056 582

Brown, Samuel A. *And Others*
German Basic Course: Units 1-12.
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date 61

Note—345p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO-0-415-438, \$3.00)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Adult Education, Audiolingual Methods, Basic Skills, *Conversational Language Courses, *German, Grammar, *Instructional Materials, *Intensive Language Courses, *Language Instruction, Modern Languages, Pattern Drills (Language), Phonology, Textbooks

This audiolingual course has been designed to assist United States government representatives who require a command of spoken German. The course is intended to prepare a solid foundation for comprehensive language skills, providing systematically for the development of reading proficiency based on oral-aural skills. Each of the units in this volume contains the following materials: basic sentences, numbers, notes on pronunciation, notes on grammar, variation drill, translation drill, conversation practice, situations, and a vocabulary "finder" list. The method of instruction incorporates guided imitation, repetition, memorization, pattern practice, and conservation. (RL)

ED 056 583

Stockwell, Robert P. *And Others*
Spanish Basic Course: Units 1-15.

FL 002 653

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date 61

Note—691p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO-0-373-662, \$6.00)

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—*Audiolingual Methods, Basic Skills, *Conversational Language Courses, Cultural Education, Grammar, *Instructional Materials, *Intensive Language Courses, Language Instruction, Language Patterns, Pattern Drills (Language), Reading Development, Second Language Learning, *Spanish, Vocabulary Development

This course, designed by the Foreign Service Institute in 1957, was prepared to train officers of the Foreign Service and of the United States government agencies who are involved in foreign affairs and who need to learn to speak Spanish. The course is designed to be taught by a native speaker of Spanish. Normally, the class is limited to six students who receive six hours of class drill daily and are expected to do two hours of preparatory study daily, primarily with the use of tapes. Following this method, each unit requires two and a half days to assimilate the materials thoroughly. The 15 units contain materials on: basic sentences, pronunciation drills, pattern drills, replacement drills, variation drills, conversation stimulus, irregular verbs, and tenses. A vocabulary section and grammar index are included. Many of the drills are presented in Spanish, in phonetic transcription, and in English. For the companion documents see FL 002 663, FL 002 664, and FL 002 665. (RL)

ED 056 584

Stockwell, Robert P. *And Others*
Spanish Basic Course: Units 16-30.
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date 61

Note—810p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO-0-373-663, \$6.25)

EDRS Price MF-\$0.65 HC-\$29.61

Descriptors—*Audiolingual Methods, Basic Skills, *Conversational Language Courses, Cultural Education, Grammar, *Instructional Materials, *Intensive Language Courses, Language Instruction, Language Patterns, Pattern Drills (Language), Reading Development, Second Language Learning, *Spanish, Vocabulary Development

This course, designed by the Foreign Service Institute in 1957, was prepared to train officers of the Foreign Service and of the United States government agencies who are involved in foreign affairs and who need to learn to speak Spanish. The course is designed to be taught by a native speaker of Spanish. Normally, the class is limited to six students who receive six hours of class drill daily and are expected to do two hours of preparatory study daily, primarily with the use of tapes. Following this method, each unit requires two and a half days to assimilate the materials thoroughly. Units 16 through 30 in this volume contain the following materials: basic sentences, drills and grammar, pattern drills, regular and irregular verbs, intonation patterns, replacement drills, variation drills, review drills, conversation stimulus, cognate loan words, and readings. A vocabulary list and grammar index are included. For the companion documents see FL 002 662, FL 002 664, and FL 002 665. (RL)

ED 056 585

Stockwell, Robert P. *And Others*
Spanish Basic Course: Units 31-45.
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date 59

Note—609p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO-0-408-213, \$5.25)

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—*Audiolingual Methods, Basic Skills, *Conversational Language Courses, Cultural Education, Grammar, *Instructional Materials, *Intensive Language Courses, Language Instruction, Language Patterns, Pattern Drills (Language), Reading Development, Second Language Learning, *Spanish, Vocabulary Development

FL 002 662

This third volume in a series of four was prepared as an intensive language course in Spanish for Foreign Service Officers and other United States government agencies involved in foreign affairs who need to learn to speak Spanish. Materials in this text include: basic sentences, drills and grammar, pattern drills, conversation stimulus, readings, cultural features, and intermediate and advanced concepts of the theory of Spanish grammar. A vocabulary list and grammar index are included. For the companion documents see FL 002 662, FL 002 663, and FL 002 665. (RL)

ED 056 586 FL 002 665

Trease, B. David. *Ulsh, Jack L.*
Spanish Basic Course: Units 46-55.
Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.
Pub Date 62
Note—459p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO-0-374-043, \$4.00)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Audiolingual Methods, Basic Skills, *Conversational Language Courses, Cultural Education, Grammar, *Instructional Materials, *Intensive Language Courses, Language Instruction, Language Patterns, Pattern Drills (Language), Reading Development, Second Language Learning, *Spanish, Vocabulary Development

This final volume in a series of four texts was prepared as an intensive language course in Spanish for Foreign Service Officers and other United States government agencies involved in foreign affairs who need to learn to speak Spanish. This volume differs from the first three primarily in that it is geared to advanced students whose conversational ability is well established. Materials include work on: basic sentences; drills and advanced grammar; pattern, response, translation, substitution, and review drills; cultural features; and reading selections. A vocabulary list and grammar index are included. For the companion documents see FL 002 662, FL 002 663, and FL 002 664. (RL)

ED 056 587 FL 002 672

Phillips, Nina
Conversational English for the Non-English-Speaking Child.

Pub Date 68

Note—129p.

Available from—Teachers College Press, Teachers College, Columbia University, New York, N.Y. 10027 (\$2.50)

Document Not Available from EDRS.

Descriptors—Attitudes, Audiolingual Methods, Audiovisual Instruction, *Conversational Language Courses, *Disadvantaged Youth, Educational Principles, *English (Second Language), *Instructional Materials, Language Development, Language Instruction, Learning Theories, Verbal Communication, Urban Education, Volunteer Training

This book was originally developed as a practical manual for use in training volunteers in the New York City School Volunteer Program. In its present form, it is both a manual and a reference book. The book begins with a discussion of the disadvantaged child and the frame of reference in which English is to be taught. Methods and materials are then covered, including audio-visual-lingual theory, object boxes, picture games, action routines, instructional pictures, picture files, basic teaching materials, category word lists, and teaching materials related by subject. The author also considers approach to the child, language rating scales, pupil information forms, evaluation of pupil progress, the use of journals as records of pupil progress, training programs for volunteers, and guidelines for chairmen. (VM)

ED 056 588 FL 002 677

Brown, H. Douglas
Cognitive Pruning and Second Language Acquisition.

Pub Date 5 Mar 71

Note—13p.; Speech presented at the Fifth Annual TESOL Convention, New Orleans, La., March 5, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, Audiolingual Methods, Cognitive Development, *Cognitive Processes, Contrastive Linguistics, Deep Structure, Interference (Language Learning), Language Development, Language Instruction, *Learning Theories, Linguistic Competence, Psycholinguistics, Psychology, Retention, *Rote Learning, *Second Language Learning, Semantics, *Teaching Methods

Ausubel distinguishes two kinds of human learning: (1) rote learning, relevant only to a small fraction of human learning, is the mechanistic formation of discrete, isolated traces in cognitive structure, usually through a process of conditioning; (2) meaningful learning, characteristic of most human learning, is a process of "subsuming" material into an established conceptual hierarchy by means of such capacities as symbolic representation, abstraction, categorization, and generalization. Rote learning can be effective on a short-term basis, but for any long term retention, it fails because of the tremendous buildup of interference. The theory of subsumption infers the operation of certain "cognitive pruning" procedures in meaningful learning by means of which a person systematically "forgets" certain cognitive material in order to enhance learning. This perspective provides a strong theoretical basis for the rejection of rote learning processes and suggests, accordingly, a restructuring of theories in second language acquisition. (Author/VM)

ED 056 589 FL 002 682

Orkin, Mark M.
Speaking Canadian English: An Informal Account of the English Language in Canada.

Pub Date 70

Note—276p.

Available from—David McKay Company, Inc., 750 Third Ave., New York, N.Y. 10017 (\$7.95)

Document Not Available from EDRS.

Descriptors—*American English, *Comparative Analysis, Descriptive Linguistics, Diachronic Linguistics, Dialects, *English, Grammar, *Language Development, Language Typology, Literature, Morphology (Languages), Pronunciation, Spelling, Synchronic Linguistics, Syntax, *Vocabulary

Identifiers—*Canada
This book presents a discussion of various distinctive characteristics of English as spoken in Canada. The book begins with a discussion of general characteristics and a look at the origins of Canadian English. There is a discussion of Canadianisms, Americanisms, and Britishisms and a consideration of influencing languages—Indian and Eskimo, Gaelic, Newfoundland English, German, and Chinook jargon. Chapters of pronunciation, spelling, and syntax cover some structural details of the language. There is a discussion of names of places, persons, plants and animals, and folklore creatures and of slang. A chapter on the future of Canadian English concludes the book. A glossary of words and a bibliography are provided. (VM)

ED 056 590 FL 002 684

Penalosa, Fernando
Chicano Multilingualism and Multiglossia.

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Cultural Differences, Dialects, Diglossia, *English (Second Language), Ethnic Groups, Interaction, Interference (Language Learning), Language Development, Language Research, *Mexican Americans, Minority Groups, *Multilingualism, Second Language Learning, *Sociolinguistics, Student Attitudes

The linguistic situation of the Mexican-American community is complex, involving multiglossia and multilingualism. Various language codes and different blendings of English and Spanish are in use within the community. Educators should decide which code they will use in their planning. Research is needed to consider the various codes and their roles and relationships to improve the educational system for the Mexican American. (VM)

ED 056 591 FL 002 694

Elkins, Robert J. Bruggemann, Christian
Comic Strips in the Teaching of English as a Foreign Language.

Pub Date Feb 71

Note—20p.; Paper presented to a conference on the teaching of English, Kassel, West Germany, February 5-6, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American English, *Cartoons, *Classroom Materials, Cultural Context, *Cultural Education, *English (Second Language), Humor, Instructional Materials, Language Enrichment, Reading Material Selection, Satire, Second Language Learning

American comic strips and cartoons can be useful in English-as-a-second-language classes. They introduce variety and provide an inside look into American life and thought. Many current popular comic strips have cultural, social, and political significance and discuss the American way of life, society, and the individual. The English-as-a-second-language teacher must consider certain evaluative questions before using a particular comic strip. Technical problems about vocabulary and use of colloquialisms must also be kept in mind. (VM)

ED 056 592 24 FL 002 697

Crothers, Edward J.

Paragraph Structure and Paragraph Comprehension. Final Report.

Colorado Univ., Boulder.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—P-DBS-0224

Pub Date Aug 71

Grant—OEG-8-9-150400-4006-057

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, *Comprehension, Connected Discourse, Deep Structure, Descriptive Linguistics, Experiments, Language Research, *Memory, Paragraph Composition, *Paragraphs, Prose, *Psycholinguistics, Psychology, Recall (Psychological), Semantics, *Structural Analysis, Surface Structure, Syntax

This report presents a summary of the research designed to develop a psycholinguistics of comprehension and memory for meaningful written prose paragraphs. The approach departs from most previous ones by seeking to formulate an explicit theory, instead of relying on informal qualitative judgments as to paragraph structure, the scoring of data, and the processes of comprehension and memory. The paper discusses overall methodological principles and assumptions designed to yield as results the specific representations of paragraphs and presents a means for psycholinguistic structural analysis of the paragraph. Experiments intended to aid in perfecting the methodology are described along with results which provide an objective and complete method for scoring recall protocols. A bibliography is included. (Author/VM)

ED 056 593 FL 002 700

Russian Basic Course: Volume XVII, Lessons 76-79.

Defense Language Inst., Washington, D.C.

Report No.—01RU47

Pub Date Sep 71

Note—184p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Basic Skills, Grammar, *Instructional Materials, *Intensive Language Courses, *Language Instruction, Listening Comprehension, Modern Languages, Reading Development, *Russian, Second Language Learning, Verbs, Vocabulary Development, Writing

This volume, one of a series in a Russian course designed to train native English-language speakers to a level 3 proficiency in reading and writing Russian, contains materials on the following topics: (1) forms and constructions, (2) basic reading texts, (3) grammar with written exercises, (4) oral exercises, (5) reading and translation exercises, (6) conversational exercises in pronunciation and comprehension, and (7) vocabulary development. The text, intended for use with accompanying tapes, focuses on verb review, time, and cultural and military aspects of Russian life. The text is written largely in Cyrillic script and is supplemented with cartoons. (RL)

ED 056 594 FL 002 701

Fought, John

The Basilisk: A Chorti (Mayan) Text.

Pennsylvania Univ., Philadelphia.

Spons Agency—National Science Foundation, Washington, D.C.

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Articulation (Speech), Componential Analysis, Descriptive Linguistics, Grammar, Intonation, Language Research, *Mayan Languages, *Morphology (Languages), Morphophonemics, Phonetic Transcription, *Phonology, Story Telling, *Structural Analysis, Suprasegmentals, Syllables, Syntax, Tables (Data), Translation, *Uncommonly Taught Languages, Vocabulary

Identifiers—*Chorti

Chorti, a Mayan language spoken in eastern Guatemala, is analyzed in this paper on the basis of a story text provided by an adult native speaker. A phonological description of Chorti is presented for background information; syllables, suprasegmentals, pause groups, articulation, and morphological rules are all considered. The author presents the transcription of the narrative along with a sentence by sentence translation. Notes on the text explain various structural phenomena as well as word interpretation where necessary. A list of references is included. (VM)

ED 056 595

FL 002 702

Korean Advanced Course: Volume II.

Defense Language Inst., Washington, D.C.

Spons Agency—Bernard Van Leer Foundation, The Hague (Netherlands).

Pub Date Jul 71

Note—255p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Activities, Cognitive Development, *Compensatory Education Programs, Cultural Differences, Experimental Programs, Grade 1, Language Development, *Language Instruction, Language Skills, Linguistic Competence, *Nonstandard Dialects, Oral English, Perceptual Development, *Program Design, Program Development, Reading Ability, Self Concept, Sociolinguistics, *Standard Spoken Usage, Teaching Methods

Identifiers—*Australia

This handbook is a guide to a compensatory language program designed for young, Australian, aboriginal children during their first year at school. It is the result of recent research which shows that reading retardation characteristic of aboriginal children may well be associated with the fact that their linguistic system differs from that in the reading texts. The major aim of the program is to help children develop facility in the use of the language structures of standard English. The handbook discusses the role of language in development, aims of the program, guidelines, and main aspects. The program is designed to occupy the entire school day for the whole school year. It is concerned with four basic problems: oral language patterns of standard English; reading and writing skills; perceptual skills (listening, looking, touching); problem solving and critical thinking. These considerations are interwoven through seven learning units or blocks of activities and suggested plans. Details on the first three units are provided in the handbook along with suggested daily programs, materials, and methods. (VM)

ED 056 596

FL 002 703

Albanian Basic Course: Exercises in Grammar.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No—01AB47

Pub Date Sep 71

Note—76p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Adjectives, *Albanian, Form Classes (Languages), Indo European Languages, *Instructional Materials, Intensive Language Courses, *Language Patterns, Nominals, Pronouns, *Second Language Learning, *Workbooks

This volume of exercises in grammar has been designed by the Defense Language Institute as a supplement to volumes 2-6 to reinforce and overlearn grammar patterns, with emphasis on case

structure through specially developed sentences. Contents include exercises on: (1) interrogative pronouns, (2) declension of nouns, (3) demonstrative adjectives, (4) declension of possessive adjectives, (5) declension of relative pronouns, (6) declension of indefinite pronouns, and (7) assorted exercises. The exercises are written entirely in Albanian. For a companion document see FL 002 639. (RL)

ED 056 597

FL 002 704

Korean Advanced Course: Volume II.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No—06KP24

Pub Date Jul 71

Note—214p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Cultural Education, *Instructional Materials, *Intensive Language Courses, *Korean, Korean Culture, *Language Instruction, Reading Development, *Reading Instruction, Reading Materials, Vocabulary Development

This is the second of seven readers, prepared by the Defense Language Institute, for continuation training in Korean after the Basic Course. The 20 reading lessons, printed in Korean script, have been drawn from several readers published by the Ministry of Education of the Republic of Korea in 1970. Each unit concludes with a set of questions and a vocabulary. Special emphasis has been directed to such subjects as space travel, natural resources, industrial development, and cultural activities. Several illustrations are included. (RL)

ED 056 598

FL 002 705

Clark, John L. D.

Leadership in Foreign-Language Education: The Foreign-Language Teacher and Research.

ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Pub Date 71

Contract—OEC-0-71-3566

Note—29p.

Available from—MLA/ERIC Materials Center, 62 Fifth Ave., New York, N.Y. 10011 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Needs, Educational Research, Educational Researchers, Evaluation Criteria, Language Instruction, *Language Research, *Language Teachers, Material Development, *Modern Languages, Reference Materials, Research Criteria, *Research Methodology, Research Needs, Research Problems, Research Reviews (Publications), Research Utilization, Statistical Analysis, *Teacher Role, Teaching Skills

The relationship of the foreign language teacher and the researcher is explored in this report which focuses predominately on three main aspects: (1) locating research, (2) evaluating research, and (3) conducting research. An overview of the role of the teacher as potential researcher introduces the principal sections. Distinctions between overview reading and topical reading include references to specific journals, periodicals, and other sources considered to be important to language teachers. Guidelines which identify the most important criteria in evaluating typical research undertakings concentrate on demonstrating how teachers may determine the applicability and validity of research for their particular needs. Advice for the teacher conducting research stresses the need to limit the scope of the problem and the careful development of an operational plan. A bibliography is included. (RL)

ED 056 599

FL 002 706

Mueller, Klaus A.

The Student Has a Choice: Four Instructional Modes for College Students of German.

Pub Date 26 Nov 71

Note—6p.; Paper presented at the annual meeting of the American Association of Teachers of German, Chicago, Illinois, November 26, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Skills, *College Language Programs, *Course Descriptions, Curriculum Development, Curriculum Problems, Educational Objectives, *German, Individualized Instruction, *Language Enrollment, Language Instruction, *Modern Languages, Reading Skills, Teaching Methods, Universities

The German department of the University of California at Berkeley initiated this year a new series of programs for beginning and intermediate students, partially in response to the abolition of the foreign language requirement. This report describes the four options called: (1) the Basic Course, (2) the Intensive Course, (3) the Course Emphasizing Reading, and (4) Individualized Instruction. The paper concludes with a description of contact sessions available to students with their professors and a review of current enrollment trends in the new system at the university. (RL)

ED 056 600

FL 002 707

Monka, Carolyn, Comp.

ERIC Documents on the Teaching of Foreign Languages: List Number 7.

ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.

Pub Date Oct 71

Contract—OEC-0-71-3566

Note—22p.; Reprinted from Foreign Language Annals, v5 n1 p112-129 Oct 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingualism, *Catalogs, *Clearinghouses, Cultural Context, Curriculum Guides, *Educational Resources, Fles, *Language Instruction, Language Laboratories, Language Tests, Microfiche, *Modern Languages, Programmed Instruction, Second Language Learning, Statistical Studies, Teacher Education, Teaching Techniques, Televised Instruction

This seventh in a series of such catalogs lists 382 items pertaining to foreign language instruction that were accessioned by all Educational Resources Information Center (ERIC) Clearinghouses from November 1970 through April 1971. Entries are organized alphabetically, and a 14-category user index assists in pinpointing items relevant to particular interests. Also supplied are prices for microfiche or hard copy reproductions, ERIC document numbers, and availability information. For related documents see ED 026 924, ED 029 538, ED 033 643, ED 037 150, ED 044 990, and ED 047 592. (RL)

ED 056 601

FL 002 708

Smith, Philip D., Jr.

Toward A Practical Theory of Second Language Instruction.

Pub Date 13 Nov 71

Note—8p.; Speech presented to the Foreign Language Symposium, George Mason College, University of Virginia, Fairfax, Virginia, November 13, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, *Audiolingual Methods, Behavioral Objectives, Cognitive Objectives, Educational Theories, Instructional Program Divisions, *Language Instruction, *Learning Theories, *Linguistic Theory, Methodology, Modern Languages, *Second Language Learning, Teaching Methods, Transformation Generative Grammar

This general review of language learning theory focuses on criticism of the audiolingual method of instruction which reached its peak in the mid-1960's. Recent trends in teaching methodology, supported by linguistic theories developed by transformational-generative linguists, are examined. Various models of learning are discussed which lead to a listing of practical applications of the emergent linguistic theories for classroom teaching. (RL)

ED 056 602

FL 002 709

Mans, Rolando

An Experimental Approach to the Teaching of Reading in Spanish at the Primary Level.

Pub Date Sep 71

Note—103p.; Master's thesis, Sacramento State College

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Experiments, *Elementary Education, Fles, *Language Instruction, Language Learning Levels, Language Research, Mexican Americans, Modern Lan-

languages. *Reading Instruction, Reading Processes, Reading Research, Reading Skills, Sight Method, Spanish, Spanish Americans, *Spanish Speaking, Teaching Methods.

An experiment in the teaching of reading in Spanish to second- and third-grade students, conducted by the author at the Ethel Phillips elementary school, utilizes a modified version of Dr. Laubach's "syllabic, analytic-synthetic" method of language instruction. In this approach, vowels are combined in succession with each of the consonants to build syllables. Syllables are combined to form words, and these are then used to build sentences. Pictures for each key word are presented for association. Results indicate that success in school of children from Spanish-speaking homes may be directly related to the concept of self-identity. It is suggested that development of programs leading to curriculum-wide literacy in Spanish is considered by authorities in bilingualism to be one of the key factors in raising the Spanish-speaking child's level of expectation in his academic achievement. Major chapters in this study discuss: (1) the problem and definition of terms, (2) review of related literature, (3) procedures of the study, (4) analysis of data, and (5) summary, conclusions, and recommendations. A bibliography and an appendix containing sample lessons and measurement tools are included. (RL)

ED 056 603 FL 002 710

Schrand, Heinrich, Comp.

Bibliographie: Moderner Fremdsprachenunterricht (Bibliography: Modern Foreign Language Instruction), 1971. Volume 2, Number 3.

Informationszentrum für Fremdsprachenforschung, Marburg (Germany).

Spons Agency—Arbeitskreis zur Förderung und Pflege wissenschaftlicher Methoden des Lehrens und Lernens e.v. (Germany); Volkswagen Foundation, Hanover (West Germany).

Pub Date 71

Note—127p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Abstracts, *Annotated Bibliographies, Audiovisual Aids, Bilingualism, Cultural Education, *Documentation, English (Second Language), Grammar, Information Dissemination, Information Retrieval, *Information Systems, *Language Instruction, Language Laboratories, Linguistics, *Modern Languages, Programmed Instruction, Subject Index Terms, Teacher Education, Teaching Methods, Teaching Techniques

This annotated bibliography on the teaching of modern foreign languages was prepared by the West German documentation center dealing with foreign language research, a center similar to the Educational Resources Information Center (ERIC) clearinghouses. Most of the 277 entries appeared in 1970 or 1971. The sections of the bibliography include: (1) an alphabetical listing of items, including full bibliographic citations and subject index terms; (2) abstracts of the items; and (3) a subject index developed from the descriptor terms assigned to each entry in the first section. A list of journals cited, an author index, and a listing of other bibliographies on the topic are included. For related documents see ED 044 956, ED 044 999, ED 047 591, ED 050 653, and ED 053 632. (WB)

ED 056 604 FL 002 712

Beier, Ernst G. Zautra, Alexander

Identification of Vocal Communication of Emotions Across Cultures.

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, *Cross Cultural Studies, Cultural Differences, *Emotional Response, Experiments, Expressive Language, Language, *Language Research, Language Styles, *Language Universals, *Paralinguistics, Semantics, Statistical Analysis, Tables (Data), Trend Analysis

The experiment discussed in this report investigates cross cultural ability to decode emotive meaning in extra-verbal vocal expressions of mood. The principal expectation of the study is that primitive mood expressions are understood in much the same way in all the countries tested. The moods depicted in the study—angry, sad, happy, flirtatious, fearful, and indifferent—are portrayed by Americans and interpreted by American, Polish, and Japanese subjects. Agreement across cultures on the mood expressed is

high, and accuracy in response increases with the length of the expression to be interpreted. The results suggest the presence of a universal emotive language in the vocal channel. Details of the experiment are presented. Tables illustrate the statistical results, and a list of references is included. (VM)

ED 056 605

FL 002 713

Rivers, Wilga M.

Foreign Languages in a Time of Change.

Pub Date 28 Oct 71

Note—13p.; Speech presented at the School—University Foreign Language Articulation Conference, University of Illinois, Urbana, Illinois, October 28, 1971.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Articulation (Program), Cultural Education, Culture Contact, Curriculum Design, *Curriculum Planning, Educational Change, Educational Innovation, Educational Objectives, *Educational Strategies, Instructional Program Divisions, *Language Instruction, Language Learning Levels, *Modern Languages, *Relevance (Education), Second Language Learning, Student Attitudes, Teacher Attitudes

An examination of changing student attitudes and behavior and current foreign language programs leads the author to propose strategies for developing new attitudes toward teaching, curriculum planning, and second language learning. Noting the characteristic unrest of today's youth and the bases for it, a plea is made for teachers and administrators to rethink and redesign educational objectives realistically at all levels. A two-stage language program is proposed in which students would receive: instruction in the nature of language through a contrastive approach, an introduction to another people through language, an experience of being another people, and an experience of communicating with another people. First-year, terminal students would receive the benefit of a humanistic approach to the course as well as gaining insight into the nature of communication, while continuing students would actually begin to learn the target language during the second year with an improved attitude. (RL)

ED 056 606

FL 002 715

Russian Basic Course: Volume XIII, Lessons 60-63.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No.—01RU47

Pub Date Sep 71

Note—181p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Audiolingual Methods, Audiolingual Skills, *Basic Skills, Cartoons, Conversational Language Courses, Cyrillic Alphabet, *Grammar, Instructional Materials, *Intensive Language Courses, Language Instruction, Modern Languages, Reading Skills, *Russian, *Textbooks, Translation, Vocabulary Development, Writing Skills

Each of the four units in this volume of basic Russian curriculum materials developed by the Defense Language Institute is arranged in seven sections. They include: (1) structural features, (2) basic text-reading and narration, (3) grammar-homework, (4) oral exercises, (5) reading and translation, (6) conversation-pronunciation exercises, oral translation, and Soviet geography, and (7) vocabulary words and vocabulary check. Cyrillic script is used for all Russian language sections of the text. Cartoon figures occasionally illustrate the material. (RL)

ED 056 607

FL 002 717

Miller, J. Dale

Color-Contrasted French and English Sounds.

Pub Date 71

Note—40p.

Available from—Brigham Young University Press, Publication Sales, 205 UPB, Provo, Utah 84601 (\$2.50)

Document Not Available from EDRS.

Descriptors—Acoustic Phonetics, Articulation (Speech), *Audiovisual Aids, Consonants,

*Contrastive Linguistics, Distinctive Features, *French, Instructional Program Divisions, Language Instruction, Modern Languages, Phonemic Alphabets, *Phonetics, Pronunciation, *Pronunciation Instruction, Second Language Learning, Speech Improvement, Vowels

This set of color-coded, phonetic diagrams of French vowels, semivowels, and consonants is intended to help students experiencing difficulty in mastering particular phonological features of the language and for use as an audiovisual aid in phonetics classes. Each diagram provides a color-contrasting description of the French sound and the corresponding English equivalent expressed in terms of the point of articulation. The positions of the tongue, lips, jaw, and teeth are described for every French phoneme. It is suggested that students will alleviate their "trouble spots" through pronunciation practice with the use of a mirror. (RL)

ED 056 608

FL 002 719

Estes, Vallin D., Jr.

Towards a Reasonable Appraisal of German Curricula.

North Carolina State Univ., Raleigh.

Pub Date 71

Note—8p.

Journal Cit—North Carolina Foreign Language Teacher, v1 n2 p14-21 F1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Language Programs, *College Majors, Colleges, *German, Instructional Improvement, *Language Instruction, Language Programs, Modern Language Curriculum, Program Development, School Surveys, *State Surveys, Undergraduate Study Identifiers—*North Carolina

This brief review of German programs for undergraduate language majors in North Carolina summarizes findings in four charts. They include: (1) high schools offering German during 1969-70, (2) colleges offering only elementary and intermediate German, including community colleges, (3) curriculums of colleges not offering a major in German, and (4) curriculums of colleges offering a major in German. Criticism of undergraduate programs is directed toward teaching methodology which does not take into account the findings of research in modern linguistics and the implementation of individualized instructional programs. (RL)

ED 056 609

FL 002 720

Wishard, Armin

The Teaching of a Foreign Language in a Modular System of Instruction.

Pub Date 26 Nov 71

Note—7p.; Paper presented at the annual meeting of the American Association of Teachers of German, Chicago, Illinois, November 26, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Colleges, *Course Descriptions, Course Organization, *Flexible Scheduling, *Language Instruction, Language Programs, Program Development, Program Length, *Schedule Modules, Scheduling, School Schedules, Time Blocks, Time Factors (Learning)

Curricular innovations designed and implemented in the language department at Colorado College which are based on modular scheduling are discussed in this paper. Sequential courses of several varieties are discussed including: principal "full courses," interdisciplinary courses, "half-courses," and "adjunct courses." The courses are designed in flexible course modules labelled "blocks" and are offered in units of time ranging from three to 10 weeks' duration. The potential for individualizing instruction through such scheduling, for improving the instructional environment, and for increasing student and teacher contact is discussed. (RL)

ED 056 610

FL 002 721

Torbruegge, Marilyn K.

Second-Year Options.

Pub Date 26 Nov 71

Note—5p.; Paper presented at the annual meeting of the American Association of Teachers of German, Chicago, Illinois, November 26, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Skills, *College Language Programs, *Colleges, Cultural Education, Curriculum Design, *Curriculum Development, Enrollment Trends, *German, Individualized Instruction, *Language Instruction, Language Learning Levels, Modern Languages

Curriculum innovations at the University of Illinois (Chicago Circle) in the second-year level of German instruction are indications of the current trend toward greater individualization of instruction. The German department offers second-year students options to the traditional program which include the regular skills program, an enriched and intensified honors course, special study in the development of reading skills, and two second-year conversation classes for the last quarter of any of these three sequences. Concluding remarks concern enrollment, mobility, and scheduling problems encountered at the university. (RL)

ED 056 611 FL 002 723

Masciantonio, Rudolph And Others
Teacher's Guide to Accompany "Artes Latinae," the Encyclopedia Britannica Latin Instructional System.

Philadelphia School District, Pa.

Pub Date 71

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Audiovisual Instruction, *Classical Languages, Films, Individualized Instruction, Instructional Films, Instructional Materials, Junior High Schools, *Latin, *Multimedia Instruction, Multisensory Learning, Secondary Schools, *Teaching Guides, *Teaching Methods

This guide, a supplement to the "Artes Latinae Level One Teacher's Manual," prepared for use in the School District of Philadelphia, focuses primarily on how to adapt this course, intended for individualized instruction, to group instruction. Discussion of the multisensory instructional system includes remarks concerning the use of films, study prints, captioned filmstrips, a reference notebook, and computer-assisted instruction. Model lesson plans and individual units for level one are discussed. Appendixes contain material on films in the School District's audiovisual library, a bibliography for teacher reference, and background information on the authors of the basic sentences. (RL)

ED 056 612 FL 002 724

Offenberg, Robert M. And Others

Evaluation of the Elementary School (FLES) Latin Program 1970-71.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Report No.—R-7202

Pub Date Oct 71

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, Basic Skills, Classical Languages, Criterion Referenced Tests, *Fles, Form Classes (Languages), Language Development, Language Instruction, Language Skills, *Latin, Objective Tests, *Program Evaluation, *School Surveys, Second Language Learning, Standardized Tests, Structural Grammar, Vocabulary

This report discusses the 1970-71 school year Latin FLES program in the School District of Philadelphia which more than 4,000 fourth, fifth, and sixth grade pupils received 15 to 20 minutes' daily instruction in Latin from Latin teachers who served several schools. Primary objectives of the program were: (1) to introduce children to basic Latin structure and vocabulary, (2) to extend the English vocabulary of children through the study of Latin roots and affixes, and (3) to acquaint children with classical culture and its influence on the present. The achievement of pupils in these three areas was measured by criterion-referenced tests which contained items on Latin structure, classical culture, and English vocabulary. The 1971 V (Vocabulary) subtest of the Iowa Tests of Basic Skills was used to compare pupils who had studied Latin with those who had not. Results of the survey are discussed with statistical data. Appendixes contain: (1) sample principal's questionnaire, (2) cooperating teacher's evaluation form, (3) pupil's questionnaire, (4) parents' questionnaire, (5) cultural information test, (6) word power game, and (7) an oral Latin test. (RL)

ED 056 613 FL 002 725

Reynolds, Sue

Foreign Language Education: A Perspective for Change.

Nashville - Davidson County Metropolitan Public Schools, Tenn.

Pub Date 71

Note—104p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Basic Skills, *Critical Path Method, *Evaluation Techniques, French, German, Instructional Program Divisions, *Language Instruction, *Language Programs, Latin, Modern Languages, *Program Evaluation, Self Evaluation, Spanish, Student Attitudes, Student Opinion, Systems Analysis, Teacher Qualifications

Identifiers—*Nashville, Tennessee

The purpose of this evaluation of the Nashville Metropolitan Schools' foreign language program is to determine the strengths and weaknesses of the program and to obtain a model for expansion and improvement. A method of evaluation known as the "Program Evaluation and Review Technique (PERT)" was adapted and implemented by local staff and national leaders in language curriculum planning. Detailed explanation of the objectives of the project and the process used for planning the program evaluation includes charts illustrating: (1) the major work units of program evaluation, (2) subdivision of work units in a work breakdown structure, (3) tabular work breakdown structure for foreign language program evaluation, and (4) summary network for foreign language program evaluation. Sections on program characteristics, teacher self-evaluation instruments, opinionnaires, proficiency tests, in-system observations by outside consultants, a report of the visiting team, and a section containing the summary, conclusions, and recommendations are included. (RL)

ED 056 614 FL 002 726

Saitz, Robert L. Carr, Donna

Selected Readings in English: For Students of English as a Second Language.

Pub Date 72

Note—136p.

Available from—Winthrop Publishers, Inc., 17 Dunster St., Cambridge, Mass. 02138 (\$3.50, paper)

Document Not Available from EDRS.

Descriptors—Advanced Students, Comprehension, *English (Second Language), Foreign Students, Instructional Materials, Language Instruction, Language Patterns, Language Skills, Prose, *Reading Materials, *Reading Skills, Second Language Learning, *Textbooks, Vocabulary, *Writing Skills, Written Language

The twelve reading selections in this book have been organized for intermediate to advanced English-as-a-second-language students who need practice in intensive reading and writing. The majority of the reading selections are contemporary prose and have not been simplified in any way. Glosses explain the more difficult lexical and cultural terms. Each selection is accompanied by vocabulary, comprehension, and word formation and stress exercises. Reading and writing exercises that note structural features and patterns follow every lesson. (VM)

ED 056 615 FL 002 727

Campbell, Russell N. Bracy, Maryruth

Letters from Roger: Exercises in Communication.

Pub Date 72

Note—140p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$3.95)

Document Not Available from EDRS.

Descriptors—American English, *Communication (Thought Transfer), Cross Cultural Training, Cultural Context, *Cultural Education, *English (Second Language), Foreign Students, Instructional Materials, Language Instruction, *Language Styles, Language Usage, Learning Motivation, *Letters (Correspondence), Second Language Learning, Textbooks, Written Language

This book is designed for low-intermediate to advanced students of English as a second language. It provides a look at the world that awaits the foreign student who is to be suddenly immersed in an English-speaking society. The format involves a number of letters written by an American university student to a foreign student planning a trip to the United States. The letters discuss American life and various current issues and problems. The topics in the letters are supplemented with enclosures demonstrating several styles of English. Informal letters, newspapers, magazines, textbooks, formal essays, application blanks, research papers, and songs provide language variety. Questions, composition exercises, and letter-writing assignments provide practice

for the student. Unfamiliar grammar, vocabulary, and idiomatic usage are discussed. (VM)

ED 056 616 FL 002 728

Woods, Paul E.

Foreign Language Narrative, Title III, NDEA, 1970-71.

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date 71

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Objectives, Elementary Education, Enrollment Trends, Fles, Individualized Instruction, Individualized Programs, *Instructional Program Divisions, *Language Instruction, *Modern Languages, Professional Services, Secondary Education, *State Foreign Language Supervisors, Student Motivation

Identifiers—Illinois, *National Defense Education Act

Guidelines for the Title 3 National Defense Education Act (NDEA) language programs in the State of Illinois are presented in this report. Recognition of the changing status of language programs and of declining enrollment in the high schools underscores the need to develop student-centered programs. Discussion of NDEA programs is directed toward three areas: (1) program objectives for fiscal year 1970-71, (2) realization of foreign language objectives, and (3) the future: statewide needs and objectives. (RL)

ED 056 617 FL 002 729

Sandstrom, Eleanor L.

Learning a Foreign Language: Behavioral Objectives.

Philadelphia School District, Pa.

Pub Date 70

Note—30p.; Tentative, unedited version

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Objectives, Audiolingual Methods, *Basic Skills, *Behavioral Objectives, Cognitive Objectives, Cultural Education, Curriculum Guides, Individualized Instruction, Instructional Materials, Instructional Program Divisions, Learning Processes, *Second Language Learning, Student Motivation, *Teaching Guides, *Teaching Methods

This guide, prepared by the K-12 Foreign Language Committee in the School District of Philadelphia, formulates a series of behavioral objectives in the basic skills of second language learning. They include listening, speaking, reading, and writing as well as cultural education. The study specifies desired student learning behavior, describes the learning environment, details student achievement levels, and comments on attitudes, interests, and appreciations students may exhibit during the learning process. (RL)

ED 056 618 FL 002 730

Lange, Dale L., Ed.

Britannica Review of Foreign Language Education, Volume 3, 1970.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date 71

Note—355p.

Available from—ACTFL, 62 Fifth Ave., New York, N.Y. 10011 (\$15.00 to members, \$17.50 to nonmembers)

Document Not Available from EDRS.

Descriptors—Bilingualism, Cultural Education, *Curriculum Planning, Curriculum Research, *Educational Research, Individualized Instruction, Inservice Programs, Instructional Program Divisions, Interdisciplinary Approach, *Language Instruction, Language Programs, *Modern Languages, Program Evaluation, Second Language Learning, Student Needs, *Teaching Methods, Uncommonly Taught Languages

This third volume in a series on foreign language education reviews the experience, writing, and research in the United States during 1970. The central theme, pluralism in foreign language education, is exemplified in each chapter. This theme suggests that the profession is no longer consciously oriented to a single approach to the learning of a foreign language and its culture. It is hoped that the chapters in this volume will contribute to a broader understanding of the different needs and requirements of foreign language instruction that are as pluralistic as the communities, schools, and learning curriculums

within them. Chapters include material on: (1) the meaning of "pluralism" in foreign language education, (2) cultural pluralism, (3) approaches to bilingualism, (4) foreign language interdisciplinary programs and activities, (5) language learning processes and instructional strategies, (6) individualized instruction, (7) inservice programs, (8) uncommonly taught languages, and (9) program evaluation and accountability. An index is provided. (RL)

ED 056 619 FL 002 731

Masciantonio, Rudolph. *And Others*
Africa in Classical Antiquity: A Curriculum

Resource.

Philadelphia School District, Pa.

Pub Date 71

Note—247p.; Tentative and unedited version

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—African Culture, *African History, Classical Languages, Classroom Materials, Cross Cultural Studies, Cultural Education, *Cultural Interrelationships, Greek, Humanities, *Instructional Materials, Instructional Program Divisions, *Latin, Negro Achievement, Negro Culture, Negro Role, *Resource Materials, Secondary Education

This curriculum resource is intended primarily to assist teachers of Latin and Greek to infuse material on Africa in classical antiquity into the curriculum at all levels. It gathers together background information on the role of Africa in classical antiquity that has not been treated in traditional classical language courses. The resource guide may form the basis for an interdisciplinary, classical humanities course on Africa in classical antiquity. Five major units include: (1) the history of Africa in classical antiquity, (2) great Africans in the Greco-Roman world, (3) racial attitudes in classical antiquity, (4) blacks in the arts of classical times, and (5) Africa in classical literature. Each chapter contains background information for the teacher, suggestions for teachers in lower and middle schools, and suggestions for teachers in upper schools. Appendixes furnish several atlases, commentary on available slide sets, and a selected bibliography. Most literary excerpts and exercises are in Latin. (RL)

ED 056 620 FL 002 732

Italian Basic Course: Area Background Information.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense,

Washington, D.C.

Report No.—OJIT24

Pub Date Sep 71

Note—109p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Bibliographies, *Cross Cultural Studies, *Cultural Differences, Cultural Education, Dining Facilities, Family (Sociological Unit), Foreign Culture, *Instructional Materials, Intensive Language Courses, *Italian, *Language Instruction, Modern Languages, Traffic Safety

This supplement to the Basic Course in Italian developed by the Defense Language Institute provides area background information on a variety of topics. They include: (1) housing and servants, (2) dining and a glossary of gastronomic terminology, (3) driving in Italy, and (4) relations with the police. The appendix contains material on: the Italian Road Traffic Act; a list of Italian diplomatic, cultural, and commercial offices in the United States; Italian language periodicals published in the United States of America; penmanship; and a bibliography. (RL)

ED 056 621 FL 002 734

Sandstrom, Eleanor L.

The Contributions of Foreign Language Learning to the Development of Reading Skills.

Philadelphia School District, Pa.

Pub Date 17 Feb 70

Note—3p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Discrimination, *Language Skills, Psycholinguistics, Reading Achievement, Reading Comprehension, Reading Habits, *Reading Processes, *Reading Skills, *Second Language Learning, Silent Reading, *Student

Motivation, Visual Discrimination, Vocabulary Development, Word Recognition, Word Study Skills

This article briefly discusses ways in which the study of foreign language contributes to the development of reading skills in the speaker's native language. Comments are directed to the following areas: (1) auditory discrimination, (2) visual discrimination, (3) association and insight, (4) the reading process, (5) expansion of vocabulary, (6) culture, (7) sound-symbol relationships, (8) morphological changes, (9) study skills, and (10) psychological impact. (RL)

ED 056 622 FL 002 735

Sobin, Linda Lee Andrews

Noun Plural Marker Deletion in the Speech of Black Children.

Texas Univ., Austin. Center for Communication

Research.

Pub Date Dec 71

Note—39p.; Master's thesis, University of Texas at Austin

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, Comparative Analysis, Environmental Influences, Imitation, *Language Research, Morphology (Languages), *Negro Dialects, *Nominals, Nonstandard Dialects, Phonology, *Plurals, Semantics, *Sociolinguistics, Standard Spoken Usage, Statistical Analysis, Tables (Data)

This study considers the occurrence of noun plural marker deletion in black English. It questions the cause of the phenomenon and investigates four factors which could be involved: presence or absence of a quantifier expression, phonological constraints, age of the speaker, and interaction between quantifier expressions and phonological environment. A sentence imitation test provides the material for consideration of each area. This report describes previous studies and theories concerning the problem. It discusses the subjects, materials, and procedures for the present investigation and analyzes the results and implications. Directions for further study are provided and examples of sentences used in the imitation test are listed. A bibliography is included. (VM)

ED 056 623 FL 002 737

Arendt, Jermaine C., Ed.

The Twin City Institute for Talented Youth:

Spanish, German, French, Russian.

Minneapolis Public Schools, Minn.

Pub Date Dec 71

Note—23p.

Journal Cit—Minneapolis Public Schools Foreign

Language Newsletter; v10 n3 Dec 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Content, *Curriculum Development, *Educational Objectives, French, German, Language Instruction, *Modern Languages, Russian, Secondary School Students, Spanish, *Summer Programs, Talented Students, Teacher Education, Teaching Methods

Identifiers—Twin City Institute for Talented Youth

The summer language programs of the Twin City Institute for Talented Youth of Minneapolis and St. Paul are examined in this newsletter. New courses in Spanish, German, and French, added to the basic program in 1971, as well as the continuing Russian course are described. Primary consideration is given to the nature of each course, purpose, materials, course structure, techniques, methods, activities, teacher preparation requirements, and implications of the school programs. (RL)

ED 056 624 FL 002 745

Harrell, Dolly D.

The Question as a Technique in Foreign-Language Teaching. ERIC Focus Reports on the Teaching of Foreign Languages, Number 26.

American Council on the Teaching of Foreign Languages, New York, N.Y.; ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Pub Date 71

Note—9p.

Available from—MLA/ACTFL Materials Center, 62 Fifth Ave., New York, N.Y. 10011 (\$5.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Form Classes (Languages), Instructional Program Divisions, *Language Instruction, *Modern Languages, *Questioning Techniques, Student Evaluation, *Student Motivation, *Teaching Methods, Teaching Techniques, Testing

This report focuses on the nature and structure of the question and its use as an educational technique enabling the language teacher to involve his students in the use of the target language. Discussion concentrates on: (1) the question in the basic level class, (2) the question as a testing technique, (3) the question as a vocabulary activator in the second- and third-year reading program, (4) the question in advanced language study, and (5) a review of the nature of the question. (RL)

ED 056 625 FL 002 756

Stansfield, Charles W.

Student Reactions to Materials Relating to the Social Sciences in a Third Semester College Spanish Class.

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Course Descriptions, Course Organization, Cultural Education, Instructional Materials, *Language Instruction, Modern Languages, Reading Materials, *Reading Material Selection, *Relevance (Education), *Social Sciences, *Spanish, Student Motivation, Teaching Methods

The problem of evaluating instructional materials in foreign language courses in terms of educational relevance is examined in this survey of a third-semester, college, Spanish class. Students were given reading materials in the social sciences in lieu of the more traditional literary selections and asked to evaluate them through an attitudinal questionnaire. Results indicate greater student interest in the social science readings than in material on Hispanic culture. (RL)

ED 056 626 FL 002 761

Wilke, Gerhard M.

Language: Key to International Understanding.

Pub Date 6 Nov 71

Note—8p.; Speech presented at the Massachusetts Foreign Language Association annual meeting, Boston, Massachusetts, November 6, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Activities, Cultural Education, *Educational Objectives, Instructional Program Divisions, Learning Activities, *Modern Languages, Motivation Techniques, *Second Language Learning, *Student Motivation, Student Needs, *Teaching Methods

A rationale for the study of second languages focuses on problems encountered in communication which impede the development of interpersonal and international understanding. Difficulties caused by faulty translation, word order, stress, juncture, and intonation are illustrated. As a means of maintaining interest in second language learning, the author proposes the varied use of: (1) real life dialogues, (2) dialogue adaptations, (3) choral responses, (4) individual responses, (5) patterns drills, (6) patterned interrogation, (7) dramatizations, (8) songs, (9) films, (10) role-playing, (11) games, (12) dictation, and (13) written exercises. (RL)

ED 056 627 FL 002 788

Summary of Foreign Language Teacher Training Survey.

Washington Univ., Seattle. Washington Foreign

Language Program.

Spons Agency—Ford Foundation, New York,

N.Y.

Pub Date 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Majors, Colleges, Language Instruction, *Language Teachers, *Modern Languages, *Surveys, *Teacher Education, *Teacher Qualifications, Teaching Experience

Results of a survey conducted in the Spring of 1969 by the Washington Foreign Language Program and local school districts of recent graduates from the University of Washington are presented in this report. Information concerning the background and experiences of 52 practicing teachers in seven urban and suburban districts is summarized in tables on: (1) year of graduation; (2) undergraduate institutions; (3) undergraduate major language; (4) undergraduate minor lan-

guage; (5) other languages, high school, undergraduate, and graduate; (6) foreign study and travel; (7) credits earned in linguistics; (8) total credits in literature in major language; (9) courses related to foreign language teaching; (10) graduate institution; (11) credits earned since the B.A.; (12) teaching assignments by high school language, level, and subject; and (13) evaluation of college training. (RL)

ED 056 628 FL 002 789
A Survey of Foreign Language Teachers' Assignments and Attitudes.

Washington Univ., Seattle. Washington Foreign Language Program.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 71

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Fles Teachers, Language Instruction, Language Proficiency, *Language Teachers, Modern Languages, *School Surveys, Surveys, *Teacher Attitudes, *Teacher Background, *Teacher Characteristics, Teacher Experience, Teacher Qualifications

This survey, prepared in 1967 from the results of a questionnaire developed by the Washington Foreign Language Program, examines questions directly related to language teachers' backgrounds and teaching assignments and indicates their degree of agreement with a number of opinions frequently voiced by foreign language teachers. Some 496 language teachers participated in this study. Part I deals with teaching assignment, experience, and language proficiency while focusing on teaching levels, school enrollment, foreign language enrollment, classroom teacher experience, foreign language classroom teacher experience, major foreign language, proficiency in major foreign language, proficiency in minor foreign language, daily schedule, and language teaching. A broad variety of topics is examined in Part 2 concerning opinions and attitudes toward foreign language programs. (RL)

ED 056 629 FL 002 796
The Demise of the Foreign Language Requirement—Cause or Symptom: An Enrollment Study.

Washington Univ., Seattle. Washington Foreign Language Program.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 71

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Language Programs, Colleges, Enrollment Influences, *Enrollment Trends, *Language Enrollment, *Language Instruction, Language Programs, *Modern Languages, Private Schools, Public Schools, *School Surveys, State Schools, State Surveys, Universities

This survey of language enrollment trends during a period from 1966 through 1970 at the University of Washington, Washington State University, Washington four-year state colleges, Washington four-year private colleges and universities, Washington community colleges, and public and secondary schools in the State of Washington concentrates on tracing the decline and reasons for such decline in enrollment in language programs. Data are provided in some 12 tables, 10 charts, and seven graphs which illustrate trends by year, school, and level of course. A comparison of national and Washington State trends is also made. Conclusions support the belief that the "events" on college campuses and in public schools are not exclusively responsible for the waning interest in foreign languages. (RL)

HE

ED 056 630 HE 002 617
A Compilation of Data on Faculty Women and Women Enrolled at Michigan State University.

Michigan State Univ., East Lansing. Office of Institutional Research.

Pub Date Jul 70

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Employment Patterns, *Enrollment Trends, *Faculty,

Females, Graduate Study, *Higher Education, Personnel, Salaries, *Women Professors

Most of this report consists of data in tables covering the following items: the total instructional staff, the faculty under tenure rules, the temporary instructional staff, salaries, new faculty, the rate of promotion of faculty women, length of service to Michigan State University, women in administrative positions, women graduate students, total enrollments of women at Michigan State University, degrees granted to women at Michigan State University, changes in the number of women faculty since 1962, promotion recommendations, and other staff. The data are summarized in 2 pages. Findings include the fact that a greater percentage of men than women are under tenure rules. Men's salaries are generally higher. The scarcity of women in some fields does not always reflect a scarcity of women with doctorate degrees. A greater percentage of women applicant were accepted to graduate study than men, yet a smaller percentage of women than of men received financial aid. And while women students have increased significantly among enrollees and degrees earned in a 9 year period, the number of women faculty under tenure rules remained the same. (LR)

ED 056 631 HE 002 618

Dahl, K. H.

Report on Women at the University of Delaware.

Delaware Univ., Newark.

Pub Date 71

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Employment Patterns, *Faculty, Females, Feminism, *Higher Education, *Social Discrimination, *Women Professors

Identifiers—*Affirmative Action Plan

This study found the status of faculty women to be similar to that in other college studies: women are a small percentage of the faculty, are clustered in the lower ranks, are not tenured, are victims of nepotism rules, receive lower pay than men, and have less chance than men for promotion. The administration of the University is, like the faculty, dominated by men. While administrative departments are largely staffed by women, men head the departments. The women non-professional staff is made up almost entirely of clerical workers. The salary for these workers is relatively low for their job responsibilities. The University seems to have little reluctance about educating women at the undergraduate level; however, women earned only 5% of the doctorates award in the last 5 years at Delaware. Recommendations follow previously published Affirmative Action Plans. Two papers by Sheila Tobias on Female Studies are included in the Appendices. (LR)

ED 056 632 HE 002 619

Study of the Status of Women Faculty at Indiana University, Bloomington Campus.

Indiana Univ., Bloomington.

Pub Date Jan 71

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Discriminatory Attitudes (Social), *Employment Patterns, *Faculty, Females, *Higher Education, *Social Discrimination, *Women Professors

Four areas were chosen for extensive examination after polling women faculty members—hiring, promotion, salary, and power position. When the expected number of women (taking into account possible labor force dropouts) and the actual number of women was compared to the expected and actual number of men, the difference favoring men was statistically significant at the .001 level. A questionnaire asking chairmen and deans if they approved, disapproved, or had reservations about hiring women, found most approved, but two disapproved and six had reservations. Faculty wives with terminal degrees reported both a general resistance to hiring women and specific discrimination and inferior treatment of faculty wives. Women were in rank 1.23 years longer than men before being recommended for promotion and 1.59 years longer before actually being promoted. In order to take into account the effect of criteria for performance (teaching, research, and service) on salary, a matched pair study was conducted. Matches were independently confirmed. Salary differentials favored men in 20 of 25 matches. A survey of power

positions indicated that women are less likely than men to have major administrative responsibilities and are underrepresented on some promotions and tenure committees, despite their willingness to assume these tasks. (LR)

ED 056 633 HE 002 620

Final Report on the Status of Academic Women.

Wisconsin Univ., Madison.

Pub Date 71

Note—490p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*College Faculty, *Employment Patterns, *Higher Education, *Salary Differentials, *Women Professors

This study, covering all 16 campuses of the University, is designed to determine if women are distributed across the academic levels in a similar pattern to their male colleagues; and if women's salaries in each level are comparable to the corresponding men's salaries. In the former case, both the actual headcount and the full-time equivalents (FTE) are presented for each unit. For salaries, the dollar difference between the average pay, converted to a 9-month equivalent, were calculated for each title in the department. Both persons and university units were excluded who were not engaged in teaching and/or research. Each unit begins with explanatory and summary highlights. An appendix follows containing the data sheets arranged alphabetically by department. The bulk of the data comes from the Madison Campus. Ten divisions are covered in which overall it was found that women are not distributed across the academic levels in a pattern similar to their male colleagues nor is their salary generally comparable to the corresponding male salary. Other units included the Milwaukee Campus, the Green Bay Campus, the Parkside Campus, the Center System, the University Extension and the Medical Center. The report urges further in-depth exploration of apparent inequities. (LR)

ED 056 634 HE 002 621

A Preliminary Report on the Status of Women at Princeton University.

National Organization for Women, Princeton.

Central New Jersey Chapter.

Pub Date Apr 71

Note—24p.

Available from—Additional copies may be obtained from Academic Task Force, NOW, PO Box 2163, Princeton, New Jersey 08540

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, Employment Patterns, Females, Feminism, Higher Education, Social Discrimination, Students, Women Professors

Identifiers—National Organization for Women, *Princeton University

Women are under-represented at all levels of the Princeton faculty (3.27%) and are most noticeably absent from the highest levels. Fifty-five percent of the men and 11.5% of the women are in the top two professorial ranks. Eighty percent of the men, in contrast to 40% of the women, hold regular faculty positions. The "visiting" faculty title was found to have a different, "inferior" meaning for women. Fourteen departments and two schools have no females on their regular teaching staffs; no women are to be found on the faculty in any of the natural sciences, mathematics, or in engineering and applied science, despite the numbers of women earning PhD's in these fields annually. One-quarter of the administrative staff are women, yet there are no women in the three highest ranks, and 65% are in the lowest rank. The rank which is a first step for men is given to women after long and faithful service. There is a strong tendency toward segregated male and female job classifications, with the women's jobs receiving lower pay, despite the fact that some require greater skills. The University is asked to take positive steps with regard to these matters. The history and philosophy of co-education at Princeton is reviewed. Data appear in tables accompanying the text. (LR)

ED 056 635 HE 002 622

Women Faculty in the University of Pennsylvania.

Pennsylvania Univ., Philadelphia.

Pub Date Mar 71

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Employment Patterns, *Faculty, Feminism, *Higher Education, *Social Discrimination, Status, *Women Professors

Identifiers—*University of Pennsylvania

The purpose of this report was to explore the status of faculty women and make recommendations to remedy any inequities found. The general picture which emerges is similar to that found at other universities. There are very few women on the faculty; women are concentrated in the lowest ranks; many departments have no women faculty members; there has been little change in departmental staffing patterns in the last 5 years; there are inhibitions toward employing husband and wife teams; women faculty members earn less than men in the same rank; and women are less visible in other aspects of the academic community, such as invited speakers, artists in residence, honorary degrees awarded, committee membership and University Senate membership. These aspects are contrasted to a role for women faculty based on realistic perceptions of her talents and fair treatment. Supporting statistical data appear in separate appendices. (LR)

ED 056 636

HE 002 623

Weitzman, Lenore And Others

Women on the Yale Faculty.

Yale Univ., New Haven, Conn.

Pub Date Mar 71

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Employment Patterns, *Faculty, *Feminism, *Higher Education, *Social Discrimination, *Women Professors

This report reviews eleven departments, accounting for 90% of the faculty women, in the Yale College and Graduate School. The most significant finding is the absence of women from the faculty, significantly less than other prestigious institutions. Many departments have no women on the professorial ladder. Women are concentrated in the lower ranks—23% of the lecturers and 30% of the instructors, while only 4% of the laddered faculty. There is also a preponderance of women in research positions, which are marginal compared to ladder faculty. Data indicate that although Yale trains significant numbers of women (21% of PhD's awarded), it does not consider them qualified applicants for Yale positions. This is true even in departments who display a tendency to hire their own PhD's. Other labor sources explored also revealed pools of qualified women from which Yale could have recruited. The authors therefore concluded that Yale has discriminated against women solely on the basis of sex. They urge the University to recognize the achievements of women as equal to men, and to take advantage of the resources of eminently qualified women academics. Supporting data appear in accompanying appendices. (LR)

ED 056 637

HE 002 625

Report of Subcommittee on Equal Opportunities for Faculty and Student Women.

Minnesota Univ., Minneapolis.

Pub Date Apr 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Principles, *Employment Patterns, *Faculty, Guidelines, *Higher Education, *Social Discrimination, *Women Professors

The Subcommittee was charged with the responsibility of discovering whether or not there is discrimination against women at the University of Minnesota, and, if so, of developing recommendations to ensure fair and equitable treatment of women in academic areas. They conclude that the evidence reveals discrimination against women in a number of areas—numbers employed, salaries, appointment level, promotions, and numbers of graduate students. Supporting data appear in the appendix. The main body of the paper covers recommendations regarding personnel policies. To redress the balance in female appointments, a formula for departmental hiring is presented along with other procedural steps for hiring. To ensure fair treatment in tenure and promotion, general principles for the process are suggested—explicitly specified criteria, uniform application, systematic collection and dissemination of information, public recording of decisions, and effective grievance machinery. To equalize salaries, an allocation of special funds is advocated. They recommend female appointment to key line administrative positions, provision for development opportunities and search committees consider women. They endorse a statement concerning conflict of interest in lieu of a past nepotism regulation. Finally, they recommend

that a unit's personnel decisions become subject to college-level or central administrative review if it persistently fails to correct existing inequities. (LR)

ED 056 638

HE 002 626

Van Fleet, David D.

Salaries of Males and Females: A Sample of Conditions at the University of Akron.

Akron Univ., Ohio.

Report No.—AAUP-SRS-1

Pub Date Dec 70

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Employment Patterns, *Faculty, *Higher Education, Salaries, *Salary Differentials, *Women Professors

A questionnaire surveyed AAUP member at Akron. Data were collected regarding highest degree attained, primary work activity, academic rank, college or division in which employed, experience in both the primary work activity and in related activities, age, sex and salary. The primary conclusion reached by this study is that a persistent and uniformly one-sided difference exists between the salaries of males and females in favor of males. The difference is not only persistent, i.e., remains despite consideration of the factors above, but is large enough to be important. The greatest difference was between mean salaries, 25.5%. The least difference, 8.5%, was found when groups were matched on four variables—highest degree held, primary work activity, academic rank, and college or division. The characteristics for a female with a terminal degree (doctorate) are almost identical to the characteristics for a male with only a masters degree. Data are presented in tables accompanying the text. (LR)

ED 056 639

HE 002 627

Women in Virginia Higher Education.

New University Conference, Hampton, Va.

Peninsula Chapter.

Pub Date 71

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Faculty, *Females, Feminism, Higher Education, Legal Responsibility, Personnel Data, Public Education, Public Policy, *Social Discrimination, State Colleges, Statewide Planning, *Women Professors

This document explores how Virginia higher education perpetuates stereotypic social roles, the evolution of sexually segregated schools, the current evidences of sexual discrimination towards faculty, staff and students, the State Council of Higher Education's 1967 plan for higher education, the status of Virginia higher education under the law and the composition of university boards, councils and administrations. In Virginia, each college and university seem to have been designed to serve a specific slice of the college-bound population, with as little overlap as possible among the institutions. Separate public women's colleges prepare women for traditional female professions. Virginia is one of four southern states that maintains sexually segregated public schools of higher education. Three exist now, and only recently three others became coed. Staffing patterns across institutions reveal differential hiring of the sexes; women are found concentrated in the lower ranks; women's average salary was lower for each rank at both 2-year and 4-year institutions. State female institutions enroll 11% of the state's students, yet receive 6% of the state funds. In coed institutions, differences in the sexual composition of the student body suggest that women are excluded from prestigious institutions. Specific recommendations for changes are made. History and literature course plans which focus on women appear in the appendix. (LR)

ED 056 640

HE 002 639

Higher Education for the Future: Reform or More of the Same?

Southern Regional Education Board, Atlanta, Ga.

Pub Date 71

Note—40p.; Proceedings of the SREB Legislative Work Conference (20th, Key Biscayne, Florida, July 14-17, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Admission, Conference Reports, *Educational Change, *Educational Opportunities, *Financial Problems, *Higher Education, *Manpower Needs, Open Enrollment

The 20th Annual Legislative Work Conference of the Southern Regional Education Board provided participants with an opportunity to hear and discuss specific proposals for change in higher education. The participants considered the relationship between manpower needs and post-secondary educational opportunity and the kinds of students who attend various institutions and why. The papers included in this report are: "Perspectives on Manpower and Education in the South," by Eli Ginzberg; "Accessibility to Higher Education: Who Gets in and Why?" by Alexander Astin; "Non-Military National Service and its Impact on Higher Education," by Steven Muller; "Less Time, More Options," by Clark Kerr; "The New Depression in Higher Education: The Growing Crisis and Ways to Resolve it," by Earl F. Cheit; and "Reflections on Education and Government," by Governor Jimmy Carter. Also included are responses by other State officials, and a roster of delegates. (AF)

ED 056 641

HE 002 640

An Impartial Review of Collective Bargaining by University Faculties.

Michigan State Univ., East Lansing. Faculty Affairs Committee.

Pub Date 9 Mar 71

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Collective Bargaining, College Faculty, Contracts, *Faculty, *Higher Education, *Universities

Identifiers—*Michigan State University

This report on collective bargaining in universities is divided into 7 sections. Section I contains the questions asked and responses from persons in universities that: (1) have collective bargaining contracts; and (2) have organized for collective bargaining but contracts have not been fully negotiated. The questions concern the date the contract was negotiated; what the bargaining agent or unit is, how its representatives are selected, etc. Section II concerns potential collective bargaining organizations at Michigan State University (MSU) and questions and responses of MSU chief administrative officers concerning collective bargaining. Section III contains interviews with 2 MSU professors of Labor and Industrial Relations. Section IV has information on the current status of collective bargaining at other Big Ten Universities. Section V contains responses from a limited number of members of the Michigan legislature concerning collective bargaining. Section VI presents a procedure for the selection or rejection of a bargaining agent. Section VII presents some general information, including a list of colleges and universities involved in collective bargaining; excerpts from existing contracts; other subjects in the contracts; a history of salary increases in Michigan public schools and at MSU; some pertinent information on collective bargaining; and the situation at New York University. (AF)

ED 056 642

HE 002 641

Diener, Thomas J., Ed.

The Law and Higher Education: Where the Action Is! Proceedings of a Conference (Tuscaloosa, Alabama, March 29, 1971).

Alabama Univ., University.

Pub Date 29 Mar 71

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, *College Students, Conference Reports, *Court Litigation, Discipline Policy, *Higher Education, *Student Behavior, Student Rights, Trustees

This report contains 4 addresses given at a conference on higher education and the law in Tuscaloosa, Alabama, and includes 2 supporting documents. The first address: "An Overview of the Interaction," by Richard A. Thigpen, discusses: (1) how constitutional standards are made applicable to public and private institutions of higher education; (2) student rights and responsibilities; (3) the legal relationship of the faculty to the institution; and (4) administrative discretion. The 2nd address: "Student Rights and Responsibilities," by D. Parker Young, deals with the legal setting as related to campus life, and the issue of due process for students. The 3rd address: "A Trustee's View of Student Unrest and the College Community," by Henry L. Bowden, deals with the concerns, experiences, and reactions of the trustees of Emory University in Atlanta. The last address: "Remedies for Student Protest," by Fred D. Gray, discusses 5 actions

that can be taken to cope with protest: (1) the injunctive process; (2) suits by taxpayers and students not participating in the unrest; (3) arrest; (4) state and federal legislation; and (5) status quo remedies. The 2 documents included are: (1) A Statement of Policy Relative to Dissent Adopted by the Board of Trustees and President of Emory University; and (2) a selected bibliography on institutional governance and campus unrest. (AF)

ED 056 643

HE 002 642

Dumke, Glenn S.

A New Approach to Higher Education...For the California State Colleges.

California State Colleges, Los Angeles.

Pub Date 71

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College School Cooperation, Cost Effectiveness, *Degree Requirements, *Educational Change, *Equivalency Tests, *Higher Education, *State Colleges

Identifiers—*California State Colleges

On January 27, 1971, Chancellor Dumke of the California State College system presented proposals for a new approach to higher education to the Board of Trustees. This paper explains these new approaches, the first of which is to offer degrees based on academic achievement as measured and evaluated by competent faculties, rather than on the basis of accumulation of credits, hours, semesters, and classes attended. This could be done by establishing advanced placement working relationships with the high schools and through comprehensive examinations given lower division students. The general education breadth requirements in the liberal arts should be redefined in terms of basic bodies of knowledge, appreciations, and skills, instead of units and elective courses. Comprehensive examinations should also be established in major fields offered in the upper division. The 2nd proposal suggests: (1) putting an absolute ceiling on the requirements for the degree and for majors; (2) expanding the use of late afternoon and evening classrooms and laboratories; and the Saturday use of these facilities; and (3) analyzing cost data to determine whether costs of some programs can be reduced without loss of quality, and whether some programs should be discontinued. A September 1971 report on the status of some projects initiated on the basis of these proposals is included. (AF)

ED 056 644

HE 002 643

Norman, Ralph D.

A Study of Some Attitudes towards the Doctor of Arts Degree in the Southwest.

New Mexico Univ., Albuquerque.

Pub Date Sep 71

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, Administrator Attitudes, *Attitudes, College Teachers, *Degrees, (Titles), *Doctoral Degrees, Faculty, *Higher Education, Teacher Attitudes

To ascertain interest in and need for the Doctor of Arts (DA) degree in Southwestern institutions of higher education, a questionnaire was sent to the presidents of all accredited institutions, as well as recognized candidates for accreditation in New Mexico, Arizona, Utah, Colorado, Wyoming, and Texas. In addition to the questionnaire, the presidents received a 3 page enclosure with information on the D.A. degree. Of the 181 institutions contacted, 151, or 80.7 percent returned useable replies. The majority of the responses were favorable to questions concerning approval of the degree; willingness to hire, pay, and promote D.A. holders on an equal basis with Ph.D.'s; allowing D.A.'s to teach all disciplines at all 4 undergraduate levels; adequacy of preparation for undergraduate teaching; and administrator-perceived prestige. Four out of 5 respondents felt that the Ph.D. dissertation was not a sine qua non for undergraduate teaching. Only in faculty-perceived prestige did the D.A. fall considerably below the Ph.D. Among the levels of institutions, the doctoral institutions were least favorable and the 2-year colleges most favorable in their attitudes toward the D.A. (AF)

ED 056 645

HE 002 644

Project PRIME for Period July 1, 1970 - June 30, 1971. Final Report.

Minnesota Higher Education Coordinating Commission, St. Paul.

Report No—PRIME-16

Pub Date Oct 71

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, *Computer Oriented Programs, *Higher Education, *Models, *Planning, Program Budgeting, *Program Planning, Systems Approach

Identifiers—*Minnesotas Project PRIME

Project PRIME (Planning Resources in Minnesota Education) was a 1-year research project that had as its prime objective the test implementation of the CAMPUS model for higher education administration and planning in Minnesota. This report outlines the 13 specific objectives of the project and describes the research results. In addition, the report: (1) serves as a guide to more detailed reports available from the project; (2) summarizes conclusions concerning the CAMPUS model and its applicability to Minnesota higher education in terms of the computer program, the conceptual model, the availability of data, and the value of a simulation model; and (3) presents recommendations for continued development of a planning, programming, and budgeting system for the State's higher education system, and on the responsibility of the participating institutions, and a proposed budget. The enclosures include: (1) an annotated bibliography of Project PRIME reports; (2) summaries of 2 related studies; (3) program costing report; (4) an agenda for selected presentations; and (5) a report of expenditures by source of funds. (AF)

ED 056 646

HE 002 645

Melnick, Murray Davidovitz, Herman M.

Abstracts and Reviews of Research in Higher Education, Number 15. College and University Calendars.

Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.

Pub Date Nov 71

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Higher Education, *Literature Reviews, Planning, *Research Reviews (Publications), *School Calendars, *Semester Division, Trimester Schedules

This report presents highlights of and summarizes 17 articles and papers on college calendars that were published between 1959 and 1970. The calendars discussed include the 2 semester calendar that operates on a 10-month year; the year-round calendar that adds 1 or 2 summer sessions to the 2 semester year; the interim-term calendar often designated as a 4-1-4 or 4-4-2, indicating that a short term can occur between semesters or after them; the trimester plan; and the quarter plan. In addition to reviewing the various calendars, some of the articles are concerned with the inefficiency of calendar planning. Only 1 article deals with the relationship of students' academic performance and a particular plan. (AF)

ED 056 647

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HE 002 646

Ronan, W. W.

Development of an Instrument to Evaluate College Classroom Teaching Effectiveness. Final Report.

Georgia Inst. of Tech., Atlanta.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-1-D-045

Pub Date 13 Sep 71

Grant—OEG-7-71-0067

Note—169p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Students, College Teachers, *Effective Teaching, *Evaluation, Faculty, *Higher Education, *Taxonomy, Teacher Behavior, Teacher Evaluation

This research study was intended as a basis for developing a device to measure college classroom teaching effectiveness. A review of some of the literature indicated that most past efforts to evaluate college teaching had used some sort of rating form and the results were quite ambiguous. However, 3 studies using the critical incident technique showed some promise for developing an evaluation device and that technique was used for this study. Students at Georgia Institute of Technology collected some 3,000 incidents describing "best" and "worst" teachers. These incidents were categorized into behavioral areas describing the dimensions of effective and ineffective teaching. The results were quite similar to

those from other critical incident studies. The general conclusion was that a taxonomy of teaching behaviors has been isolated and that these behaviors can be described using the behavioral statements contained in the body and appendices of this report. The behavioral statements can be used to describe effective and ineffective teaching behaviors as seen by students. Further research is needed to establish the psychometric characteristics of the behavioral items. (Author/AF)

ED 056 648

24

HE 002 647

Chamberlin, Gary D.

Arkansas Educational Research Stimulation Project. Final Report.

Arkansas State Commission on Coordination of Higher Educational Finance, Little Rock.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-O-G-098

Pub Date Aug 71

Grant—OEG-7-70-0179-(509)

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Research, *Higher Education, *Improvement, *Research, Seminars, Workshops

Identifiers—*Arkansas

The purpose of the Arkansas Educational Research Stimulation project was to encourage educational research in higher education institutions in the State and to foster a high quality product. Activities of the project were initiatory seminars and workshops on educational and institutional research conducted at both the institutional and interinstitutional levels. At the support level, grants were made to faculty members for educational research projects, and members of the Project's steering committee served in consultative capacities. Disseminative activities were a reporting conference where faculty members reported the results of their research, as well as the distribution of project abstracts throughout the Arkansas educational community. The evaluation procedure consisted of a questionnaire that was completed before the Project began and upon its completion. The conclusion was that educational research in Arkansas had improved. (Author/AF)

ED 056 649

HE 002 648

Education and Employment Patterns of Biocientists. A Statistical Report.

National Academy of Sciences - National Research Council, Washington, D.C.

Spons Agency—National Inst. of General Medical Sciences (NIH), Bethesda, Md.

Pub Date 1 Feb 71

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biological Sciences, Degrees (Titles), Doctoral Degrees, *Education, *Employment Patterns, Enrollment, Financial Support, Graduate Students, *Scientists, *Statistical Data

This report contains a compilation of manpower statistics describing the education and employment of biocientists. The tables also include data from other major disciplines to allow for comparisons with other scientists and non-scientists. Biocientists include those with degrees in anatomy, biochemistry, biophysics, genetics, microbiology, pharmacology, and physiology. Chapter I presents the background of the study and the selection of academic fields included in the study. Chapter II deals with: (1) the educational patterns of biocientists in terms of enrollment and degrees, institutions and staff, students, and expenditures for training support; and (2) the employment patterns of biocientist in terms of type of employer and type of primary work activity, salary, and expenditures for research. The last chapter presents an annotated bibliography source documents. (AF)

ED 056 650

HE 002 649

Rosenthal, Neal H. And Others

College Educated Workers, 1968-80: A Study of Supply and Demand.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No—Bull-1676

Pub Date 70

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Graduates, Employment Projections, Higher Education, *Junior Colleges, *Labor Supply, *Manpower Needs, *Professional Occupations, Subprofessionals, Working Women

This report analyzes the expected demand and supply for college graduates through the 1970's. It is based on the assumption that current supply patterns will continue and that there will be full employment and an improved international climate. The report reviews the supply and demand for workers with bachelor's and advanced degrees, as well as specific supply-demand situations for selected occupations that generally require a bachelor's or advanced degree for entry. The report also reviews the supply and demand for junior college trained manpower and for selected occupations requiring junior college training for entry. As part of these reviews, a special section is devoted to the outlook for college-educated women. (AF)

ED 056 651 HE 002 650

Delohery, Pat McLaughlin, Gerald

Pass-Fail Grading

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Pub Date 27 Sep 71

Note—6p; O.I.R. Report, Vol IV

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Rating, *Grading, *Higher Education, *Pass Fail Grading, Student Evaluation

Virginia Polytechnic Institute and State University implemented a pass-fail grading system two years ago. The procedure in use appears to be working smoothly and suffers little abuse. Aside from physical education, courses taught under this system primarily are taken by seniors. The number of courses elected for pass-fail grading is small: 3.3 percent of total grades. Primary results indicate the students taking courses on pass-fail performed better in quarterly grade average than other students. Studies of students exercising this option show that the number of courses authorized to be taken is usually limited: (a) by number of courses allowed, and (b) by year of student. Results from extensive surveys at Princeton and the University of Southern Illinois indicate that students suffer some loss in motivation in their pass-fail courses, and possibly as a result they learn somewhat less. While students who have a pass-fail option will take a few additional courses which they might otherwise have missed, still a willingness to explore and try new areas is not assured by pass-fail grading. (Author/HS)

ED 056 652 HE 002 651

Millis, John S.

A Rational Public Policy for Medical Education and Its Financing.

National Fund for Medical Education, Cleveland, Ohio.

Pub Date 71

Note—166p.

Available from—The National Fund For Medical Education, University Circle Research Center, 11000 Cedar Avenue, Room 212, Cleveland, Ohio 44106 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Health Occupations Education, *Health Services, Higher Education, *Medical Education, Medical Evaluation, *Medical Services, *Professional Education, Technical Education

During the past 5 years, the National Fund for Medical Education has viewed with concern the deepening crisis in medical education. The purpose of this book is to inform people of the need for a change in policy that the crisis might be alleviated. Chapter 1 deals with public policy and medical education and includes a history of the role of the public in changing the system. Chapter 2 explores the quantitative dimensions of medical education regarding education, research, and patient care. Chapter 3 defines the purpose of medical education with expositions on medical cure and health care, successes and failures in the worlds of medical cure and health care, the role of research, and the numerical need for physicians. Chapter 4 deals with the process of medical education with sections on classical medical education, the impact of admission procedures, the output of medical education, the beginnings of change, and the changes measured against objectives. Chapter 5 discusses the mechanism of medical education including the medical center

role, the discontinuity of graduate education, and the factor of faculty to student ratio. Chapter 6 then proposes a rational public policy for medical education and chapter 7 proposes a policy for financing it. Finally chapter 8 deals with the priorities for action. (HS)

ED 056 653 HE 002 653

The Case Statement As A Factor of Institutional Management and Development.

Frantz and Pray Associates, Inc., New York, N.Y.

Pub Date [71]

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, *Financial Support, *Higher Education, *Project Applications, Publicize, *Public Relations

The best means devised to secure volunteer leadership or funds from whatever source is a case statement. It is one of the initial key management requirements for successful college and university development. The case statement should include: (1) the institutional mission; (2) the record of accomplishment; (3) directions for the future; (4) urgent and continuing development objectives; (5) the plan of action to accomplish future objectives; and (6) the institution's sponsorship. When done and done properly, the case statement can challenge the entire institution toward greater service and enthusiastic support. (HS)

ED 056 654 HE 002 654

A Master Plan for Higher Education in Illinois: Phase III - An Integrated State System.

Illinois State Board of Higher Education, Springfield. Master Plan Committee.

Spons Agency—Rhode Island State Agency for Elementary and Secondary Education, Providence.

Pub Date May 71

Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Campus Planning, Educational Environment, *Educational Facilities, *Educational Planning, Facility Guidelines, Interinstitutional Cooperation, *Master Plans, Planning, *Statewide Planning

This report addresses a number of critical issues and recommends a variety of steps designed to enable the entire community of Illinois higher education, public and private, to respond. Study committees were appointed by the Board of Higher Education to investigate the following areas: admission and retention of students; institutional size and capacity; teacher preparation; social work education; public administration; legal education; graduate education in the social sciences, engineering, business, biological sciences, physical sciences, mathematics, computer sciences, the humanities and arts, and agriculture; library facilities; community services and continuing education; social justice and higher education in Illinois; higher education and urban poverty; and preparation of junior college teachers. The Board approved all of the recommendations of the staff as they appear in the report. (HS)

ED 056 655 HE 002 655

Report of the Second AID - NAFSA Workshop.

Agency for International Development (Dept. of State), Washington, D.C. Office of International Training; National Association for Foreign Student Affairs, Washington, D.C.

Pub Date Mar 71

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Federal Programs, *Foreign Student Advisers, *Foreign Students, *Higher Education, International Education, Program Evaluation, Program Improvement, Reports, *Student Exchange Programs

The second AID-NAFSA workshop members included many of the staff of the Office of International Training, 31 Foreign Student Advisors, and 23 other members of NAFSA. The three main objectives of the program are: to improve the capability of the participants by new knowledge and skills; to expose them to modernization and popular participation at community level; and to provide an opportunity to see the U.S. Other concerns included: the protection of the individual participant; possible alienation of a participant by long absence from home;

the need for COMSEC to embrace all sections of the community; the need for increase student participation in decisionmaking in community programs; the lack of provision for dependents; and the need for a known point of contact on the campus for AID-university communication. As was intended, the working groups produced a number of recommendations. Other proposals made during the workshops ranged from some of major importance concerning policy to suggestions for minor improvements; but all were of value in contributing to the betterment of the Participant Training Program. (HS)

ED 056 656 HE 002 656

Oak Ridge Associated Universities 25th Annual Report for the year ending June 30, 1971.

Oak Ridge Associated Universities, Tenn. Spons Agency—Atomic Energy Commission, Oak Ridge, Tenn.

Pub Date 71

Note—58p.

Available from—Oak Ridge Associated Universities, P.O. Box 117, Oak Ridge, Tenn. 37830

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, Budgeting, *Higher Education, *Planning, *Program Descriptions, Public Education, Research, Technology, Training

Oak Ridge Associated Universities (ORAU) is a private, nonprofit corporation sponsored by 41 colleges and universities in the South. The pioneer among corporate university management groups of its type in the United States, ORAU conducts programs of education, information, research, and human resources development under contract with the U.S. Atomic Energy Commission (AEC) and on behalf of the AEC and other governmental organizations. This annual report includes articles on cooperative university-AEC laboratory relations, professional education, research, public education, training and technology, and budget and organization as related to ORAU. Bibliographical listings are included of the staff, the officers of the corporation, the board of directors, the council of sponsoring institutions, and the chief resident officers. (HS)

ED 056 657 HE 002 657

Development and Experiment in College Teaching.

No. 7.

Committee on Institutional Cooperation.

Pub Date 71

Note—55p.

Available from—Stanford C. Erickson, Director, Center for Research on Learning and Teaching, 109 E. Madison Street, Ann Arbor, Michigan 48104 (\$5.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Development, Educational Experiments, Experimental Programs, *Experimental Teaching, *Higher Education, *Innovation, Teaching Methods, *Teaching Procedures

This report comprises a collection of summaries of exploratory efforts by college professors at the Committee on Institutional Cooperation member institutions to develop new and better ways of teaching. Usually these are local experiments aimed at improving the conditions for learning in a specific subject-matter area, but many of the procedures can easily be generalized for application in other departments, or they may stimulate the search for fresh alternatives. The subject-matter areas are: agronomy, animal science, counseling, engineering, home economics, industrial management, medicine, journalism, language, mathematics, music, philosophy, and psychology. University-wide activities summaries fall into the categories of administration and academic facilities, interdisciplinary program, measurement and evaluation, and teaching assistants. Cumulative indexes by subject matter and category are included. (HS)

ED 056 658 HE 002 658

Design For Technological Education.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 68

Note—303p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Career Education, *Educational Innovation, Foreign Countries, *Higher Education, *Innovation, *Technical Education Identifiers—*Spain

The recommendations contained in this report, and the suggestions for implementing them, should make it possible to set up an engineering school which is better adapted to the needs of modern Spain. The primary objective is to produce top-level staff who can make an effective contribution to industrial development; and to train students at the Seville School of Engineering to use the equipment placed at their disposal, to organize production, and to run a firm. Their education will be quite different from that provided by the other Escuelas Técnicas Superiores; and a period of adaptation will doubtless be necessary. (HS)

ED 056 659 HE 002 659
Policy Conference on Highly Qualified Manpower, Paris, 26-28 September 1966.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Pub Date Jun 67
Note—351p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Conference Reports, *Conferences, *Higher Education, *Manpower Development, *Manpower Needs, *Professional Personnel, *Scientific Personnel, *Training

This conference report provides a general view of the problems arising in the education and utilization of qualified manpower and the possibility of identifying the policy measures needed in order to facilitate their solution. Part I of the report gives an account of the proceedings of the conference. Part II presents extracts from or summaries of the principal reports presented. Within this portion of the report are presentations on: (1) the balance between need for and resource of scientific and technical personnel; (2) moving toward a better utilization of scientific and technical personnel; and (3) institutional aspects of the development of national policies. (HS)

ED 056 660 HE 002 660
Public Negro Colleges - A Fact Book.

National Association of State Universities and Land Grant Colleges, Atlanta, Ga. Office for Advancement of Public Negro Colleges.

Spons. Agency—Sears-Roebuck Foundation, Skokie, Ill.

Pub Date Mar 71

Note—27p.

Available from—Dr. Herman B. Smith, Director, OAPNC, 805 Peachtree St., N.E., Suite 577, Atlanta, Georgia 30308.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Black Community, Higher Education, *Negro Colleges, *Negro Education, *Negro Institutions, Negro Leadership, Negro Role, *Negro Students, *Negro Teachers

This publication is a reference guide to the nation's 33 public Negro colleges and universities providing both background and current facts. These institutions have special significance because of their traditional and continuing role in educating minority group students. Today, serving students of all races, the colleges enroll almost one-third of all black students in higher education, and more than three-fifths of all students in predominantly Negro colleges. Like other public colleges, the traditionally Negro institutions have a strong commitment to service beyond the campus. These colleges work in many ways to better interracial understanding and community relations. The achievements of public Negro colleges are especially remarkable because they have been carried out despite chronic shortages of funds and other resources. Until recently, these colleges received only minimal public and private attention and support. (HS)

ED 056 661 HE 002 661

Tuition And/Or Required Fees, Room Rates, and Board Rates at Member Institutions of the American Association of State Colleges and Universities By States: 1971-72 and Tuition, Required Fees, Room and Board Charges at Member Institutions of the National Association of State Universities and Land-Grant Colleges: 1971-72.

American Association of State Colleges and Universities, Washington, D.C. Office of Information and Research; National Association of State Universities and Land Grant Colleges, Washington, D.C. Office of Institutional Research.

Pub Date Jul 71

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Costs, *Educational Finance, *Fees, *Higher Education, Student Costs, *Tuition

These are tables documenting tuition and required fees, room rates, and board rates at member institutions of the American Association of State Colleges and Universities and the National Association of State Universities and Land-Grant Colleges, by state for 1971-72. The figures given are for typical full-time undergraduate students for 2 semesters, 2 trimesters, or 3 quarters. The 1970-71 rates are also given when they differ from those of 1971-72. Tuition and required fees for residents (of the respective state or district) for 1971-72 vary from \$70 at the District of Columbia Teachers College and The City University of New York to \$2,800 at Cornell University. Rates for nonresident students vary from \$175 at the University of Guam to \$2,800 at Cornell University. Room rates vary from \$141 at Idaho State University to \$780 at the University of Toledo. Board rates vary from \$288 at California State College to \$900 at the University of Alaska. Over 67% of the approximately 370 institutions report a tuition and required fees increase over 1970-71, ranging up to \$350 for residents (University of Connecticut and Central Connecticut State College) and \$1,000 for nonresidents (Prairie View A & M College, Texas). Eight of the institutions report a tuition and required fees decrease. (HS)

ED 056 662 HE 002 662

1971-72 Student Charges at State Colleges and Universities (Tuition, Required Fees, Room and Board).

American Association of State Colleges and Universities, Washington, D.C. Office of Information and Research; National Association of State Universities and Land Grant Colleges, Washington, D.C. Office of Institutional Research.

Pub Date Oct 71

Note—10p.

Available from—American Association of State Colleges and Universities, 1 Dupont Circle, Suite 700, Washington, D.C. 20036; National Association of State Universities and Land-Grant Colleges, 1 Dupont Circle, Suite 710, Washington, D.C.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Costs, *Educational Finance, *Fees, *Higher Education, Student Costs, *Tuition

This is a report documenting tuition and required fees, room rates, and board rate increases at member institutions of the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges (NASULGC). The report shows that median prices have increased in 1971-72 over 1970-71 costs for both resident and nonresident students. Tuition and required fees at NASULGC institutions have risen 8.80% for residents and 16.99% for nonresidents. Room rates have increased 2.28% and board rates 7.63%. Tuition and required fees at AASCU institutions have risen 8.28% for residents and 4.04% for nonresidents. Room rates have increased 3.93% and board rates 4.25%. The major reasons for this cost increase are: (1) inflation; (2) maintenance of current level of program quality; and (3) inadequate appropriations from state legislature. The lowest charge for resident tuition and fees among these public universities was \$70, the amount charged by District of Columbia Teachers College and City University of New York. The highest cost was at NASULGC member Cornell University (\$2,800). In a regional comparison of NASULGC member institutions, the Southeast was the least expensive and New England the most expensive. In a comparison of AASCU member institutions, the Southeast region registered the lowest charges and the Middle Atlantic region the highest for residents, while the West was the highest for nonresidents. (HS)

ED 056 663 HE 002 663

Archives of Medical Education: 1876 - 1971.

Association of American Medical Colleges, Washington, D.C.

Pub Date Oct 71

Note—37p; Revised

Available from—Mary H. Littlemeier, Senior Staff Associate, Department of Academic Affairs, Association of American Medical Colleges, 1 Dupont Circle, N.W., Washington, D.C.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Archives, *Bibliographic Citations, Bibliographies, Higher Education, *Institution Libraries, *Medical Research, *Medical Services

This bibliography of the archives of the Association of Medical Colleges includes: general history entries (1876-1971); AMA history publications (1904-1970); other history publications (1934-1962); biomedical research policy publications (1955-1971); reports of conferences, seminars, institutes, workshops, and special studies (1910-1971); Council of Teaching Hospitals publications (1967-1970); international medical education publications (1962-1970); operational studies (1958-1969); research in medical education (1959-1970); and student affairs publications (1949-1971). An appendix of current periodicals and newsletters received by AAMC is also included. (HS)

ED 056 664 HE 002 664

Committee to Study Faculty Collective Bargaining. Interim Report.

Western Michigan Univ., Kalamazoo.

Pub Date 9 Apr 70

Note—14p.; Faculty Senate Western Michigan University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Collective Bargaining, *Higher Education, *Negotiation Agreements, Teacher Employment, *Teacher Welfare, Teaching Benefits, Teaching Conditions

This report of the Faculty Senate regarding faculty collective bargaining discusses faculty professional interests, how faculty interests may be advanced, and who is available to help. The faculty interests include: (1) academic freedom; (2) professional tenure; (3) adequate compensation; (4) discrimination in employment practices; (5) fringe benefits; (6) faculty participation in institutional policymaking; (7) due process and other procedural safeguards in confrontations; (8) teaching, library, office and research space and facilities; (9) secretarial and other sub-professional assistance; (10) support of professional travel; (11) sabbatical and other leave policy; (12) teaching load; and (13) democratic practice in departmental affairs. Faculty interests may be advanced by: (1) setting up informal channels of communication; (2) shared authority; and (3) contract or union style agreements. Organizations available to help include: the American Association of University Professors, the National Society of Professors, the Michigan Association of Higher Education, and the American Federation of Teachers. A bibliographical reference is included in an appendix of the report. (HS)

ED 056 665 HE 002 665

Standards for Women in Higher Education. Affirmative Policy in Achieving Sex Equality in the Academic Community.

American Association of Univ. Women, Washington, D.C.

Pub Date [71]

Note—9p.; Recommendations made by American Association of University Women, Inc.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Feminism, *Higher Education, *Women Professors, *Womens Education

In view of existing inequities and discrimination against women in higher education that deprive them of quality education and educational opportunity, there is a need for leadership in our colleges and universities to remedy institutional policies and practices that contribute to the preservation of those inequities and support sex discrimination. To this end, every institution is urged to develop an affirmative policy and plan for action regarding women students, faculty, administrators, nonacademic staff, and trustees. A statement of the policy, including a plan and time-table for implementation, should be published and available for review by any person in the institution. These American Association of University Women (AAUW) standards are stated in terms of general objectives for women students, faculty and administration, and administrative practice, and suggested related operational criteria, which provide means for assessing the achievement of those objectives. (Author/HS)

ED 056 666 HE 002 666

Rayburn, Wendell G.

A Private Urban University Responds to the Educational Needs of the Community.
Detroit Univ., Mich.

Pub Date [71]

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Responsibility, *Higher Education, Social Responsibility, *Urban Education, *Urban Universities

The historical lack of involvement by large universities in the social problems of the communities in which they reside has reached a critical stage. No other institution, in terms of human resources and facilities, is better equipped to come to grips with community problems than our urban universities. Private urban universities can no longer afford to be aloof from their urban setting but must work with the community in bringing about positive social change and providing educational opportunities to all segments of the community. (Author)

ED 056 667

HE 002 667

Ring, Lloyd J.

Innovation at Santa Cruz - More than Tinkering. California Univ., Santa Cruz.

Pub Date 16 Mar 71

Note—15p.; Paper presented at the 1971 Conference of the American Association for Higher Education, Chicago, Ill.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Development, *Educational Innovation, Experimental Colleges, *Higher Education, *Innovation

The University of California, Santa Cruz is an environment in which many programs and practices have been revised, reinforced, or newly created. From its beginning in 1965, Santa Cruz has encouraged new approaches to learning. Some of the innovations that have taken place at the university include: (1) general course requirements are minimal; (2) certain courses are televised to student lounges due to classroom overflow; (3) a community studies program of 6 months off-campus field work has been instituted; (4) an environmental studies program is underway; and (5) several interdisciplinary majors are available to students. The effectiveness of the innovation has yet to be tested for its long-run effect on students, but applications to Santa Cruz have been four times the capacity of the campus. (HS)

ED 056 668

HE 002 668

Feasibility of an International University.

United Nations, New York, N.Y. Dept. of Economic and Social Affairs.

Pub Date 25 Jun 70

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cross Cultural Training, *Foreign Relations, *Higher Education, *International Education, International Programs

In the context of the long-standing and developing demand for an international university, the Secretary-General brought the feasibility of an international university to the attention of the United Nations. The General Assembly unanimously adopted a resolution inviting the Secretary-General to prepare a study. The resulting study includes: (1) the issues; (2) the rationale for an international university and its distinctive educational tasks; (3) illustrative suggestions for curricula reflecting the indicated distinctive roles of an international university; (4) the United Nations international university system and relationships with national universities and other bodies of higher learning; (5) the designation of the university; (6) the student body and the question of career opportunities; (7) the faculty or academic staff; (8) the problem of languages; (9) the selection of the sites for the location of the university and the question of the number of campuses; (10) assumptions as to the size of the student body, the faculty and the administration for a campus of the university; (11) establishment of library, computer, laboratory, and other ancillary facilities as necessary, and utilization of modern educational techniques at the university; (12) the nature of the university statute and the administration; (13) estimated capital and recurring costs; (14) meeting the costs of the university; (15) additional observations relevant to the question of feasibility; and (16) procedures. (HS)

ED 056 669

HE 002 669

Perkin, H. J.

New Universities in the United Kingdom. Case Studies on Innovation in Higher Education.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 69

Note—236p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Case Studies, *Educational Innovation, *Educational Research, Evaluation, Experimental Colleges, *Higher Education, *Innovation

Since 1961, 24 universities and 1 university college have been founded in Britain and Northern Ireland to be added to the already existing 22 universities and 4 university colleges. The key word in the creation of these institutions has been innovation. This report is a case study of the structure of the new universities. It takes into consideration: (1) what is new in the new universities; (2) the British system of higher education; (3) why the new universities were created; (4) the pressure of numbers; (5) equality of education; (6) new maps of learning; (7) specialization in the new universities; (8) the government of the new universities; (9) the recruitment and status of the academic staff; (10) teaching and research; (11) teaching methods and assessment; (12) the role and status of students; (13) the new universities and the outside world; and (14) planning and finance. (HS)

ED 056 670

HE 002 670

Planning for the 1970's: Higher Education in Colorado.

Colorado Commission on Higher Education, Denver.

Pub Date Oct 71

Note—139p.; Revised Oct 1971

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Budgeting, Educational Administration, *Educational Planning, *Higher Education, *Planning, Policy Formation

This statement deals with the possibilities, the planning, and the policies that will bring higher education and its participants in Colorado through the 70's and into 1980. The number of college-age students has increased rapidly in Colorado during the 1960's and the incline is expected to be even greater in the 70's. This Commission report is designed to: (1) assess the needs of institutions in the 1970's; (2) plan for accommodating students; (3) plan for growth within the programs of the institutions; (4) aid the development of higher education in metropolitan areas; (5) review coordination, planning, and governance of higher education in Colorado; and (6) estimate the costs of this expanding system. The Commission issues this report with acute awareness of limitations both in scope of the report and in the processes of involvement of interested parties in its development. (HS)

ED 056 671

HE 002 673

Higher Education and Research.

Gouncil of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date Jul 71

Note—6p.; Conference report of the Council of Europe

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission (School), Conference Reports, *Credentials, *Educational Innovation, *Higher Education, Innovation, *Interinstitutional Cooperation, International Education, Post Secondary Education, Teaching Methods

This article includes reports of meetings held in Dublin, Bonn, and Strasbourg of member State representatives of the Council of Europe. The first meeting discussed problem areas relating to the access to higher education, in particular the implications of the increasing admission restrictions and the diversification of postsecondary education. Other items examined included student participation in university affairs, research into higher education, cooperation between universities in Europe, the project for a European Tele-University and the creation of the League of European Research Libraries. The aim of the second meeting was to study one of the existing national information and documentation centers working in the field of equivalence certificates, degrees, and diplomas and to draft proposals for the improvement of equivalence information and for future Council-of-Europe action concerning the mutual recognition of certificates, degrees, and diplomas. The discussion of the third meeting was concentrated upon current experiments in

Europe with regard to new teaching and examination methods. Different aspects of the question were examined in 3 working groups: resistance to changes; training teachers in new methods; and connections between new teaching and assessment methods on the one hand and the organization of higher education on the other. (HS)

ED 056 672

HE 002 674

Seventh Conference of European Ministers of Education. (Brussels, 8th 10th June, 1971).

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date Jul 71

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, Educational Coordination, *Educational Planning, *Higher Education, *International Education, *Planning

The Ministers of 20 countries took part and reached a wide measure of agreement on the 2 chief themes of this conference: policy and planning in postsecondary education, and mobility of students, teachers, and research workers. A third theme of the conference was the activities of international organizations working in the field of education. Recommendations of the ministers include: (1) participation in education of people of different social or regional origin, and of both sexes and all ages is needed; (2) ensuring the growth of postsecondary education by asking international organizations to study ways of improving the efficiency of the system; (3) reforming course work and the development of new educational technology; and (4) participation by staff and students in the decisionmaking bodies of postsecondary education is encouraged. The conference agreed that the mobility of highly qualified specialists and research workers would contribute to the most efficient use of manpower and equipment resources. (HS)

ED 056 673

HE 002 675

Bloom, Bernard L.

A University Freshman Preventive Intervention Program: Report of a Pilot Project.

Colorado Univ., Boulder.

Pub Date 71

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, *College Students, *Counseling, Experimental Programs, *Freshmen, *Higher Education

The Freshmen Preventive Intervention Program had as its objectives for students the development of greater emotional maturity, more successful adaptation to the college community, less psychological disability, and fewer dropouts in the freshman class. By means of an interactive process using special questionnaires, the participating students were provided with membership in a group which had psychological reality, were given some reference facts with which to compare themselves, were provided an avenue for expressing their reactions to the university, were given some intellectual tools by which they might better understand the stresses acting upon them and their reactions to these stresses, were provided formalized opportunities to think through their own beliefs, and were provided an additional resource person to talk to in the event of some crisis. Evaluation of the pilot project was generally favorable. Suggestions are given for an improved program. (Author/HS)

ED 056 674

HE 002 687

McDermott, Marie

Proportion of Hofstra Freshmen in Graduating Classes. Report No. 97.

Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.

Pub Date Oct 71

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Higher Education, *Surveys, *Transfer Students

The purpose of this study is to determine what percentage of a graduating class entered Hofstra as freshmen. Five graduating classes were selected for this investigation (1970, 1969, 1968, 1967, 1966) in the hope of revealing year-to-year changes in the percentages and for verification of results. Although the scope of this study is limited, it has provided important and consistent information. Approximately 50% of all Hofstra graduates were also Hofstra freshmen. In addition, about 22% of the Hofstra freshmen-gradu-

ates took more than 4 years to graduate. The greatest single proportion (about 45%) of the graduating transfers entered Hofstra 2 years before graduation, with most of them having between 61 and 80 credits. The smallest number of transfers entered Hofstra either 5 years or 1 year before graduation. (HS)

ED 056 675 HE 002 688

Koenker, Robert H.
Status of the Doctor of Arts Degree Programs for Preparing Junior College and College Teachers. Ball State Univ., Muncie, Ind.
Pub Date 22 Nov 71
Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Teachers, *Degrees (Titles), Doctoral Degrees, *Doctoral Programs, Graduate Surveys, *Higher Education, Questionnaires, *Teacher Educator Education
In order to update the March 1970 study of the status of the Doctor of Arts (D.A.) degree for preparing junior college and college teachers, questionnaires were sent to the graduate deans of the 288 member institutions of the Council of Graduate Schools in the United States on September 15, 1971. Questionnaires were also sent to the graduate deans of 12 nonmember institutions known or thought to be offering programs beyond the master's degree. This study reveals that 15 institutions are offering the D.A. degree, 11 are definitely planning to offer it, and 60 institutions are considering the possibility of offering it. The survey also shows that faculty and student interest in the D.A. degree is much greater in those institutions that currently offer the D.A. degree, are definitely planning to offer it, or are considering the possibility, than those which are not. Finally the survey shows that 50 institutions offer either doctoral programs similar to the D.A. degree or have modified existing doctoral programs so that they are similar to the D.A. degree program. (HS)

ED 056 676 HE 002 689

Hoffler, Margaret A. Dean, Marina L.
Curricular Evaluation: Student Attitudes Toward the First Course at New College. Fall 1970 New College Report #1.
Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.
Pub Date Oct 71
Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Experimental Curriculum, *Higher Education, *Questionnaires, *Student Attitudes, Student Evaluation
This report was prepared to aid New College in evaluating student attitudes toward the Fall 1970 "First Course," an introductory freshman course. The following findings were based upon the results of a questionnaire completed by 60 students present at the final examination of the course: (1) With the exception of main lectures, all other listed aspects of the course elicited more satisfaction than unsatisfied responses. (2) Respondents were relatively satisfied with, and would have desired more visiting lecturers and discussion groups. (3) Respondents were relatively unsatisfied with, and would have desired fewer main lectures. (4) The majority of respondents felt that there should be a First Course or a similar type of experience. (5) Respondents' main suggestions for improvement included: a better organized, clearer, more meaningful course; smaller classes; treating subject matter in greater depth; and providing more background and introductory material. (HS)

ED 056 677 HE 002 690

Hoffler, Margaret A.
A Survey of Graduate School Attitudes Toward Non-traditional Grading Systems: Preliminary Report. New College Report #2.
Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.
Pub Date Oct 71
Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Standards, *Grading, *Higher Education, *Pass Fail Grading, *Surveys
Questionnaire data were obtained from 391 (58% of 668 deans of U.S. graduate and professional programs in liberal arts and sciences, education, law, medicine, and nursing on nontradi-

tional undergraduate grading systems. The major findings are that: (1) grade-point averages remain the single most important criterion for the evaluation of graduate school applicants; (2) when students' records contain a large number of pass-fail grades, standardized test scores and the apparent quality of the undergraduate college gain in importance as admission criteria; (3) any given proportion of pass-fail grades create significantly more negative effect when they occur in courses in applicants' major fields than in courses outside of the major; (4) pass-fail grades in as few as 10% of an applicants' major courses have negative impact on evaluation of these applicants; and (5) the clear majority of graduate schools report the practice of recomputing state grade-point averages, not only to gain a measure of the students' performance in his major or senior year, but also to justify the G.P.A. for the possible inclusion of pass-fail grades. (HS)

JC

ED 056 678

Pratt, Arden L.
Environmental Education in the Community College.

American Association of Junior Colleges, Washington, D.C.
Pub Date 71

Note—117p.

Available from—American Associations of Junior Colleges, One Dupont Circle, N.W., Washington, D.C. 20036 (\$4.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Ecology, *Environment, *Environmental Education, *Junior Colleges, Program Design, Program Development, *Subprofessionals, Technical Occupations
Environmental Education (EE) in community colleges and the related role of students, administrators, educators, and potential employers is a growing national concern. Many of the questions related to each of these concerned groups are dealt with in this series of readings. They center around: (1) the nature and role of EE, (2) EE and the environmental technician, (3) the choice of curricula for EE and related occupational programs, and (4) the state of the art in EE and related technician training programs in community colleges. Three appendices give details for interested parties seeking to develop their own EE or technician training program. They are: (1) Occupational Curricula in Environmental Education, (2) The Modules of Man and Environment, and (3) Information Sources for Environmental Education. (AL)

ED 056 679

Bloom, Karen L. And Others
Goals and Ambivalence: Faculty Values and the Community College Philosophy.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Report No.—R-13

Pub Date Nov 71

Note—60p.

Available from—The Center for the Study of Higher Education, 123 Willard Building, Pennsylvania State University, University Park, Pennsylvania 16802 (Limited supply available, free of charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Colleges, *Educational Philosophy, Faculty, *Goal Orientation, Institutional Role, *Junior Colleges, Organizational Climate, Role Conflict, *Teacher Attitudes, Teacher Characteristics, *Teacher Motivation Identifiers—*Pennsylvania

Whether community college education will successfully meet its comprehensive goals obviously depends on many factors. A vital one is the faculty and how well they support the college's mission, and if they do not, why not? Prior empirical evidence generally indicates ambivalence in faculty views. This report attempts to measure the extent of agreement with the college philosophy among faculty members in three Pennsylvania colleges with 2-year programs. Answers to a questionnaire sent to a random faculty sample indicate that community college faculty were somewhat more positive to the philosophy than were junior college and commonwealth campus faculty, but, in general, faculty are ambivalent, in

their support of their institutions. Sources of ambivalence in the faculty member's milieu are his personal perceptions of the college goals, the behavior and attitudes of the group, and values derived from past experiences. Interaction of these often conflicting forces causes confusion and ambivalence toward the goals of the community college. The college must find ways to reduce such incongruities. To achieve goal compatibility, colleges might well (1) review their recruiting policies; (2) accept and appreciate diversity in faculty behavior; and (3) understand the need for diversity in faculty philosophy among the three types of institution, for each serves a unique clientele and purpose. Educating faculty to 2-year college goals should ideally precede their appointment, and a pre-service summer institute is recommended. (MN)

ED 056 680

Pollock, A. D.
St. Petersburg Initiates an Honors Program. Saint Petersburg Junior Coll., Fla.

Pub Date 71

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Accelerated Courses, *Accelerated Programs, Advanced Placement Programs, Enrichment Programs, *Honors Classes, *Honors Curriculum, *Junior Colleges, Special Classes, *Special Programs
Identifiers—*Florida

Implementation of an honors program is carefully explained, including course content, evaluation, and helpful suggestions for administrators contemplating similar programs. The need for such programs is apparent as high schools are sending to college students who have been involved in advanced, accelerated, or enriched classes and who are motivated to attain a high level of academic success. Colleges must have programs available for academically talented students. In this situation, high school counselors were asked to identify potential honors applicants according to established criteria with a deliberately loose structure to allow various degrees of competence to be recognized. Class size was held to thirty students and some flexibility in schedule and format was allowed. After the first session of composition and American government, students' subjective, written evaluation of the two courses was extremely positive. Concrete endorsement of the program came from the high rate of return for a second session of the courses. Future planning includes the present courses intact, plus an additional course in humanities. Although adequate planning and cooperation are necessary, the ultimate success of an honors program must come from enthusiastic and insouciant instructional leadership. Also, if honors work is to be special, the need for special administrative arrangements must be acknowledged and reconciled. (MN)

ED 056 681

Johnston, Archie B.
Length of Residence for a Junior College Degree. Tallahassee Community Coll., Fla.

Report No.—R-18

Pub Date 1 Dec 71

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Dropout Rate, *Dropout Research, *Junior Colleges, *Performance Factors, *School Holding Power, *Success Factors

Answer to how long it takes to get a junior college (2-year) degree; the percentage of the total enrollment who drop out without completing one hour for credit; the average number of hours taken, or completed, by a student; and the percentage of students expected to complete one quarter successfully provided the central themes for this study. The answers were obtained by summarizing 50,000 data records for 8,000 students on grades and number of quarters completed. An IBM 1130 computer was used. Two matrices were constructed to report the summarized data. The first consisted of the quarters from fall 1966 through summer 1971 (20 quarters) and total hours earned with a range from 0 through 14. The second matrix showed students who earned from 90 hours through 108 hours. The latter proved the most useful. Analysis of these data provided the following answers: (1) it took 8.16 quarters to get a junior college degree; (2) over the five-year period studied, 18.32% of the enrolled students dropped out

without completing one hour for credit; (3) the average number of credit hours taken was 10.23 and the average number completed was 8.51; and (4) one can expect 82.73% of the enrolled students to complete one quarter successfully. (AL)

ED 056 682 JC 710 260

Leeb, David

An Experimental Learning Resources Center and a New Curriculum in the Social Sciences.

Pub Date 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, Evaluation, *Experimental Programs, Experimental Teaching, *Instructional Materials Centers, *Junior Colleges, *Minority Groups

Identifiers—New Jersey

At Mercer County Community College (New Jersey) an experimental learning resources center and a new curriculum in the social sciences were developed having primary objectives of: (1) keeping more minority-group students in school, (2) reducing their withdrawal rate, (3) developing assessment techniques accommodating inner-city populations, (4) developing relevant, purposeful curricula for center-city students, (5) improving minority-students instruction, and (6) initially targeting four tasks that would develop or identify: (a) model remediation programs for high-risk students, (b) curricula and teaching techniques for use with minority-poverty students, (c) new experimental programs designed to change and improve educational patterns for minority-poverty students, and (d) research necessary for the effective evaluation of the experimental programs. The particular approach advocated for the experimental instructional system was based on the following: (1) students' egos must be involved in their work to be successful, (2) multiple instructional methods are the most successful, (3) instruction must center on contemporary issues, (4) basic information must be presented, (5) irrelevance must be countered, (6) the model system must be replicable, (7) academic and social aspects should be emphasized, (8) model city neighborhood liaison should be stressed, (9) ghetto to problem sensors must be built in, and (10) assessment methods relevant to the students should be used. An outline of the program is included. (AL)

ED 056 683 JC 710 263

Losak, John Burns, Neil

An Evaluation of the Community College Studies Program for the Year 1969-70.

Miami-Dade Junior Coll., Fla.

Pub Date Mar 71

Note—118p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academically Handicapped, *Educationally Disadvantaged, *Evaluation, *Junior Colleges, Low Achievers, *Program Evaluation, *Remedial Programs

Identifiers—Florida

This was the first phase of a continuing evaluation of a Community College Studies Program designed to provide educational opportunities for the academically under-prepared student. The subject college had always had a remedial program of some type, but it only recently conducted formal program evaluations. The most recent was during the 1967-68 academic year. Using a randomly-selected control group for comparison purposes, the study demonstrated that the effects of remedial efforts were virtually indistinguishable from those obtained in the regular college courses. As a result of those findings, it became necessary to make a choice—either to eliminate remedial efforts or to restructure them to produce measurable differences. The latter was chosen and long-range evaluation was included in the program. This culminated in the Community College Studies Program (CCS), begun in the 1969 fall term. Discussions of the evaluation design and procedure centered on: (1) selection of population, (2) selection of tests, and (3) selection of research design. The evaluation results were discussed according to (1) a 16 personality factor test, (2) a self-rating scale, (3) a deviation score, (4) the Florida Twelfth Grade Test, (5) attrition, (6) the distribution of grades, and (7) a college student questionnaire. Program organization and a detailed description of it were included in the appendix. (Author/AL)

ED 056 684

Collins, Charles C.

The Induction of Community College Instructors: An Internship Model.

California Univ., Berkeley.

Pub Date 71

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Teachers, *Inservice Teacher Education, Inservice Teaching, *Internship Programs, *Junior Colleges, Teacher Interns, Teacher Orientation, *Teacher Supervision

To handle the thousands of new students expected to flood the nation's community colleges, many more master teachers will be needed if the potential of high-risk students is to be maximized. Such teachers are not being created by present pre-service and in-service training or being developed at colleges and universities. The place to make subject-area specialists into talented instructors is the community college itself. A first year of teaching can be a metamorphosis into quality teaching through a highly instructive internship. This internship model suggests that first-year teachers spend an intensive month in pre-service training under the direction of a Professional Development Officer. They should then have a light teaching load the first semester to allow time for extensive in-service training with a master teacher and progress in the second semester to more teaching responsibilities with exposure to additional master teachers and training. An example of dollar cost and long-term savings applied to Contra Costa Junior College District (California) is provided along with specifications for implementation of the plan. (MN)

ED 056 685 JC 720 001

Larsen, Howard B., Ed. Hunter, Jean, Ed.

The Community College Funding Crisis. Proceedings of a Community College Trustee Conference.

Washington Univ., Seattle. Center for Development of Community Coll. Education.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Report No.—Occas-Pap-16

Pub Date Jan 71

Note—43p.; Proceedings of a Community College Trustee Conference, University of Washington, Seattle, Jan. 28-29, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conferences, *Educational Finance, *Federal Aid, Federal Programs, Financial Support, *Junior Colleges, *State Federal Aid

In response to recent economic strictures imposed by state and local property tax structures and inflation, those responsible for operating community colleges have been forced to look for supplementary sources of funds at the state and federal levels. With this reach for necessary supplemental resources have come both explicit and subtle inducements encouraging the community colleges to develop specific types of programs. To examine the real and imagined impact of federal financing on community college operations, the Center for the Development of Community College Education at the University of Washington cooperated with interested trustee groups in Washington, Oregon, and California to organize an educational "federal funding" conference for trustees and administrators of public community colleges. The topics explored at this conference included: (1) the funding crisis endemic in higher education; and (2) the problems and pitfalls as well as the advantages of community college grantsmanship and the structure, philosophy and operational problems of federal funding agencies. (Author/AL)

ED 056 686 JC 720 002

Larsen, Howard B., Ed. Hunter, Jean, Ed.

Designing a Model for Community College Placement. Proceedings of a Career Placement Workshop.

Washington Univ., Seattle. Center for Development of Community Coll. Education.

Report No.—Occas-Pap-17

Pub Date Feb 71

Note—29p.; Proceedings of a Career Placement Workshop, University of Washington, Seattle, Feb. 10-11, 1971

EDRS Price MF-\$0.65 HC-\$3.29

JC 720 000

Descriptors—Guidance Services, *Job Placement, *Junior Colleges, *Placement, Student Employment, *Student Personnel Services, *Student Placement, Workshops

Placement services are vital if the community college is to fulfill its promise of helping individual students identify their potential in the world of work. Little has been done to facilitate a student's task of successfully implementing his college training in the occupational marketplace. Several papers from a workshop of the Northwest Community College Placement Association suggest that community colleges are unable to borrow placement concepts and practices wholesale from 4-year institutions. Transplanting existing program models would not meet the special problems and circumstances of the 2-year institution. A discussion of the ideal components in developing a guidance-oriented community college placement service resulted in a felt need to first clarify the role of placement in community colleges and then to have further workshops to (1) develop the ideals discussed, (2) suggest methods of implementation, (3) develop individual differences among colleges, (4) discuss problem areas, and (5) summarize goals and objectives. (MN)

ED 056 687 JC 720 003

Kintzer, Frederick C.

Decision Making in the Multi-Unit College.

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date Jan 72

Note—4p.

Journal Cit.—Junior College Research Review; v6 n5 Jan 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administration, Administrative Organization, *Decision Making, Institutional Administration, *Junior Colleges, *Management Systems, *Multicampus Districts, Research Reviews (Publications)

Current problems in institutional organization are often those directly associated with the degree of autonomy allowed local administrators, the amount of centralization or decentralization of authority and the lack of communication. This review focuses on the development and presentation of a pattern for decentralizing the decision making process in multi-unit educational systems, emphasizing community college administration. The multi-branch community college district in theory provides opportunity for a more economical and efficient management and a minimum duplication of space, equipment and staff. Every educational institution should have as its prime purpose the development of an environment of learning—a major function of leadership. The four key tasks of leadership are: (1) defining the institution's mission and role, (2) building the institution's purpose into its social structure, (3) defending the integrity of the institution, and (4) gaining the consent of constituent units. The effectiveness of any organization is closely related to the quality of leadership found in the chief executive. Strong central control can result in maximum efficiency, economy, and impartial treatment of institutions, but it risks depersonalization, avoidance of responsibility, and lower morale. Maximum local control can encourage creativity, increase program relevancy and further morale, but it can result in inefficient handling of matters of organization-wide concern. (MN)

LI

ED 056 688 LI 003 079

Rudnik, Mary Chrysantha, Ed.

The Coming of Age of LTAs: Proceedings of the Meeting: Council on Library Technology (Fourth Annual, Palm Beach, Florida, June 4-6, 1970).

Council on Library Technology.

Pub Date 71

Note—38p.; (9 References)

Available from—Council on Library Technology, 3800 Peterson Ave., Chicago, Ill. 60659 (HC \$3.00, Outside U.S. \$4.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Certification, *Library Technicians, Meetings, *Occupational Information, *Staff Role, *Staff Utilization

The actual performance and use of library technical assistants (LTAs) and the question of certification were the topics considered by the sixty participants at this meeting. Evidence of the existence and use of LTAs was given by Mrs. El-nora Porteus in her paper entitled: "The Role of Library Technical Assistants - Actual and Potential," in which she described the performance of LTAs in the Cleveland Public School system. Currently employed LTAs presented their views of their career in the second session. All described their jobs as supportive and all work in cooperation with and are responsible to librarians. The question of certification was discussed in the third session by Ronald W. Scull who explained procedures and possible difficulties of certification of LTAs. At the final session of the meeting, Ruth Hyatt presented a preliminary statement on job description of LTAs. The supportive role of LTAs in preparation and performance was stressed. At this meeting, improvement of preparation and utilization of LTAs took precedence over the debate about acceptance and identity problems. Participants agreed that the best defense of the worth of the LTA is quality performance in a truly supportive role. (Author/NH)

ED 056 689 LI 003 177
Nebraska Library Telecommunications Network;
Manual.

Nebraska Public Library Commission, Lincoln.
Pub Date 71

Note—54p.;(30 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Decentralized Library Systems, Interlibrary Loans, Library Cooperation, *Library Networks, *Telecommunication, *Union Catalogs

Identifiers—Centralized Processing, *Nebraska

The manual contains sections on: (1) Philosophy and Rationale, (2) The Network Relationship, (3) Verification, (4) Transmission Schedules, (5) Nebraska Union Catalog, (6) Denver Bibliographical Center for Research, (7) Technical Operating Procedures, (8) TWX Operation Including Instructions for Formats, (9) Sample Regional Library Request to NPLC, (10) Sample Regional Library Request to NPLC - Annotated, (11) Sample NPLC Answer to Regional Library, (12) List of Libraries Included in the Nebraska Union Catalog, (13) Interlibrary Loans, (14) Abbreviations, (15) The Model Code Adopted for NLA, (16) Appendix I (For Biomedical Requests), (17) Appendix II (Library Index to the Networks) and (18) Appendix III (Sample - Interlibrary Loan Control Forms). (MM)

ED 056 690 LI 003 196

Chadwick, Joseph

Medical Applications of Remote Electronic Browsing.

Interuniversity Communications Council (EDUCOM), Boston, Mass.

Spons Agency—National Library of Medicine (DHEW), Bethesda, Md.

Report No—RM-1169

Pub Date Jan 69

Note—84p.;(16 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Automation, *Information Networks, *Information Systems, *Man Machine Systems, *Medicine, *On Line Systems
Identifiers—*Biomedical Communications Network, Browsing

The purposes of this study are to identify and define viable remote browsing techniques and the requirements for an interactive medical information system that would permit the use of such techniques. The main emphasis is in the areas of: (1) remote viewing of page material; and (2) remote interrogation of fact banks with question-answering abilities. After considering a variety of alternatives, a remote-viewing design approach was found that appears to be feasible, economical, and eminently well-suited for integration into the Biomedical Communications Network. In the areas of question-answering systems the development of deductive and language-processing capabilities was carried forward in the direction needed to support the requirements of a drug-effects information system. A small data base was constructed, and the formal ability of the system

to carry out language analysis and deductions on this base was demonstrated. (Author/NH)

ED 056 691 LI 003 198
College Bibliocentre Acquisition and Accounting System Operating Manual.

College Bibliocentre, Don Mills (Ontario).

Report No—SRS-2-1971

Pub Date 71

Note—54p.;(0 References)

Available from—College Bibliocentre, 20 Railside Rd., Don Mills 400, Ontario, Canada (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Accounting, *Automation, *College Libraries, Foreign Countries, *Library Acquisition, *Library Automation, Manuals
Identifiers—*Canada

The Acquisition and Accounting System has been programmed and tested, and is currently running in parallel with the manual operations. Implementation is taking place in planned stages so as to ensure a smooth takeover and to enable staff to familiarize themselves with a number of different approaches to their work. As would be expected, the workload has increased considerably, but it is to be hoped that the extra effort will pay off in terms of maximum effectiveness of the operating system. The ultimate purpose of this manual is to illustrate the reports that the Community Colleges will be receiving, to describe their content and to provide the means for interpreting the information. The manual is divided into 4 sections. Section I summarizes the Acquisition and Accounting System from the machine standpoint by means of flowcharts and accompanying narratives. Section II describes the operating environment. Section III shows the reports the Colleges are to receive and Section IV outlines the administrative and housekeeping reports of the College Bibliocentre. (Author)

ED 056 692 LI 003 200
A National Survey of the Public's Attitudes Toward Computers.

American Federation of Information Processing Societies, Montvale, N.J.; Time, Inc., New York, N.Y.

Report No—RR-1700

Pub Date 71

Note—51p.;(0 References)

Available from—American Federation of Information Processing Societies, Inc., 210 Summit Ave., Montvale, N.J. 07645 (\$5.00)

Document Not Available from EDRS.

Descriptors—*Attitudes, *Computers, *Computer Science, *Public Opinion, Questionnaires, Social Attitudes, Surveys

The general public's attitudes towards continually expanding computer usage is frequently speculated about but is far from understood. This study is aimed at providing objective data on the public's attitudes towards computers, their uses, their perceived impact on the American economy as well as on the individual, and their future uses. The report discusses selected data but these are intended to be illustrative of rather than a definitive summary of major results. Survey results are based on 1,001 telephone interviews with a statistically drawn probability sample of the population (adults, 18 years and over) of the United States. Thus, it is believed that the figures presented can be extrapolated with a reasonable degree of accuracy to the entire American adult population. Although attitude studies are subject to a wide variety of interpretations, it is believed that this study is a significant step forward in the search for a better understanding of the public point of view on computers. (Author/NH)

ED 056 693 LI 003 201

Thompson, Anthony, Ed.

IFLA Annual 1970; Proceedings of the General Council Annual Reports.

International Federation of Library Associations, The Hague (Netherlands).

Pub Date 71

Note—336p.;(83 References)

Available from—Scandinavian Library Center, c/o Bibliotekscentralen, Telegravej 5, DK 2750 Ballerup, Denmark (\$15.00)

Document Not Available from EDRS.

Descriptors—Annual Reports, *Foreign Countries, *Libraries, *Library Associations, *Library Services

The IFLA Annual 1970 is divided into two sections. Section one is the IFLA General Council Proceedings and contains: (1) the Opening Plenary

Session; (2) the Plenary Session on the theme "Libraries as a Force in Education;" (3) the Plenary Session on the theme "Lenin and Libraries;" and (4) the reports on activities, meetings in Moscow, and recommendations and resolutions. Section two contains the Annual Reports of Member Associations. (MM)

ED 056 694 LI 003 202

Library Work and Automation: A Summary of the Swedish Report "Biblioteksarbete och Automatisk Databehandling."

Royal Library, Stockholm (Sweden).

Pub Date 70

Note—22p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cataloging, Computer Programs, *Electronic Data Processing, *Foreign Countries, *Library Automation, Library Networks, Models, National Libraries, *On Line Systems, Research Libraries

Identifiers—Machine Readable Cataloging, MARC, *Sweden

The work of the Committee on the use of automation in Swedish research libraries has differed from that of a normal study group by virtue of its heavy concentration on the practical aspects of library catalog work, the present status of which is the main theme of this report. The model presented implies total and simultaneous integration of all Swedish research libraries, a national model which to date has no counterpart elsewhere. A key feature of the project is the catalog scheme based on the MARC systems, which ensures the compatibility of the Swedish model with international systems. For purposes of method development, operation of the proposed data processing center and training of the necessary qualified personnel, the Committee recommends that an independent institution for data processing in libraries be set up on the West German model. (Author/NH)

ED 056 695 LI 003 203

The Jerusalem Conference on Information Technology (August, 1971). Proceedings.

Jerusalem Economic Conference (Israel).

Spons Agency—ILTAM Corp. for Planning and Research, Jerusalem (Israel).

Pub Date 71

Note—368p.;(126 References)

Available from—ILTAM Corp., 18 Keren Hayesod Street, P.O.B. 7170, Jerusalem, Israel

Document Not Available from EDRS.

Descriptors—*Computer Science, Conferences, *Developing Nations, *Electronic Data Processing, *Foreign Countries, *Information Science, International Programs
Identifiers—*Israel

The motivation for organizing the meeting was to search for ways to advance information technology in Israel and to explore avenues for its export. As a result of the very early introduction of electronic computers to Israel and the subsequent active use and development of computers by the government, commercial and educational sectors, Israel's experiences had exceeded those of most other small or developing countries. At the same time the problems encountered by Israel during the growth of its information technology and the uses to which its computer systems were put were similar to those of nations now considering use of information technology. The conference's sequence of invited presentations guaranteed that certain key issues affecting computer impact on development would be stated by experts. The six sessions of the conference considered the following subjects: (1) Technical Overview, (2) International Cooperation, (3) Management of Computer Resources, (4) Shared Resources, (5) Symposium - Education and (6) Symposium - Israel Computer Use and Development. This Proceedings is intended as a source document with which to begin active correspondence with the men and women put to use for the good of mankind. (Volume II is available as LI 003204). (Author/NH)

ED 056 696 LI 003 204

The Jerusalem Conference on Information Technology (16-20 August 1971). Proceedings, Vol. II; Panel Discussion Abstracts.

Jerusalem Economic Conference (Israel).

Spons Agency—ILTAM Corp. for Planning and Research, Jerusalem (Israel).

Pub Date 71

Note—135p.;(1 Reference)

Available from—ILTAM Corp., 18 Keren Hayesod Street, P.O.B. 7170, Jerusalem, Israel
Document Not Available from EDRS.

Descriptors—*Computer Science, Conferences, *Developing Nations, *Electronic Data Processing, *Foreign Countries, *Information Science, International Programs
Identifiers—*Israel

In order to meet the needs of the developing nations, a large number of panel sessions was organized to discuss the basic elements of computer technology that are of interest to developing nations. Some of the issues discussed are: (1) How does one get started with a small or with a large computer system? (2) Who are the individuals who can be turned to throughout the world for assistance in the topic of concern? (3) What experience exists in a particular area? (4) What priority should be given to the topic by the developing nations? (5) Can and should improvements be made in work being conducted by the developing nations? (6) Where can developing nations go to get additional experience? (7) How can developing nations obtain experienced and reliable individuals to help them? (8) What sources of information are important, and how do developing nations acquire these sources of information? This document contains abstracts of the sessions as prepared by panel chairman and many of the panelists. (Volume I is available as LI 003203) (Author/NH)

ED 056 697

LI 003 205

Crawford, Susan, Ed.

Informal Communication Among Scientists: Proceedings of a Conference on Current Research.

American Medical Association, Chicago, Ill.

Pub Date 22 Feb 71

Note—50p.; (7 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Conferences, *Informal Organization, *Information Seeking, Information Sources, *Research, *Scientists, Social Sciences

Identifiers—*Invisible Colleges

On February 22, 1971, a meeting of investigators studying informal communication among scientists was held at the American Medical Association. The participants were limited to ten members in order to preserve a seminar-type format. The meeting was led by Derek Price, and Fred Strodbeck, an authority on small groups, was invited as resource scientist. Besides a list of the participants, the "Proceedings" of the meeting include major presentations by Drs. Price and Strodbeck, discussion of these papers and resumes of work submitted by the attendants. (Author/NH)

ED 056 698

LI 003 206

Doncov, Boris

Soviet Cybernetics Technology: XII. Time-Sharing in the Soviet Union.

Rand Corp., Santa Monica, Calif.

Spons Agency—Air Force, Washington, D.C.

Report No—R-522-PR

Pub Date Oct 71

Note—75p.; (98 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computers, *Computer Science, *Cybernetics, *Foreign Countries, Technological Advancement, *Technology, *Time Sharing
Identifiers—*Soviet Union

The only operational Soviet time-sharing systems are incorporated in special-purpose, fixed-application installations, most of which are intended for industrial applications of process control or management information. Despite the peculiar suitability of time-sharing to the Soviet economic system, with its heavy reliance on centralized planning and progress reporting, time-sharing research projects are noteworthy for their lack of progress, their reliance on existing, marginally suitable hardware, and their failure to solve the problem of unreliable data-transmission facilities. The report concludes that it is now propitious to bring into focus the status of existing work on time-sharing and its historical background as a prelude to assessing new work that can be expected to follow the introduction of Ryad and the implementation of projects promised in the current Five-year Plan. (Author)

ED 056 699

LI 003 207

Military Librarians Workshop; Department of Defense Libraries in Transition (14th, 30 November - 2 December 1970). Conference Proceedings.

Industrial Coll. of the Armed Forces (DOD), Washington, D.C.

Pub Date 71

Note—96p.; (33 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Information Services, Information Systems, *Library Cooperation, National Libraries, *Special Libraries, Workshops
Identifiers—Department of Defense, *Military Libraries

The theme of the 14th Annual Military Librarians Workshop is: "Department of Defense Libraries in Transition." The National War College and the Industrial College libraries seek to see what support they can give each other. The ten workshops are: (1) Standardization of Bibliographic Data, (2) Evolution of Technical Reports, (3) DOD Coordination of Library Services, (4) The Future of On Line Access to Data Banks, (5) Economic Considerations for Information Services in the Next Decade, (6) Evolution of DOD Information System, (7) Library Needs in Terms of Suggested DOD Policy, (8) Evolution of the Federal Information System, (9) The Future Role of Microform and (10) Model of Access to Technical Information. (Author/MM)

ED 056 700

LI 003 208

The National Library of Medicine, 135th Anniversary Report, 1836-1971.

National Institutes of Health (DHEW), Bethesda, Md.

Report No—NIH-72-256

Pub Date 71

Note—44p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—History, *Library Programs, *Library Services, *Medical Libraries, *National Libraries

Identifiers—*National Library of Medicine

The National Library of Medicine was established 135 years ago in the office of the Army's first surgeon general. Almost from the beginning the Library served as a national resource for the medical profession although it was not officially so designated until 1956. This report reveals some of the highlights of the National Library of Medicine's service during the 135th anniversary year. It recounts the accomplishments of its diversified professional staff of more than 450 library and biomedical scientists, physicians, medical educators, historians, literature analysts and translators, computer and electronic communications engineers, and the many persons working in their support. It describes the expanding progress both of established services and developing programs toward their goal of improving access to useful information and new medical knowledge for all who are dedicated to the prevention and treatment of disease and disability. (Author)

ED 056 701

LI 003 210

Are Computer-Oriented Librarians Really Incompetent? Excerpts From the Proceedings of a LARC Meeting Held During the ALA Conference in Dallas, Texas, June 24, 1971.

Library Automation Research and Consulting Association, Tempe, Ariz.

Pub Date 71

Note—10p.; (0 References)

Available from—Circulation Office, Library Automation Research and Consulting Association, P.O. Box 27235, Tempe, Arizona 85282 (Members - \$1.00, Non-members - \$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Science, *Cost Effectiveness, *Libraries, *Library Automation, Library Technical Processes

The May 1971 issue of "College and Research Libraries" featured an article by Dr. Ellsworth Mason which constitutes an all-out attack on the application of computer technology to library systems. Dr. Mason views the computer-based technology to library systems developed to date (at least the ones he has studied) as unqualified disasters from a cost benefit point of view and librarians who have made the decisions to implement them as naive, incompetent and hypnotized by the siren songs of the computer industry. In conjunction with the American Library Association

Conference in Dallas, Texas, The Library Automation Research and Consulting Association (LARC Association) arranged to hold an informal discussion of Dr. Mason's charges. This paper presents excerpts of the proceedings. (Author)

ED 056 702

LI 003 211

Freeman, Elsa S., Ed.

Progress in Scientific and Technical Communications; 1970 Annual Report.

Federal Council for Science and Technology, Washington, D.C. Committee on Scientific and Technical Information.

Report No—COSATI-71-1

Pub Date 71

Note—155p.; (57 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (PB 202 448, MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Communications, Information Centers, *Information Retrieval, *Information Science, Information Systems, *Libraries

Identifiers—*Committee on Scientific and Technical Information

This year's annual report of COSATI contains the history, charter, and accomplishments of the committee since its inception in 1962. Agency reports are arranged by subject developments that cut across departmental lines. Significant advances in technical communications are reported, as well as some management information systems. In addition, the COSATI directory and bibliography have been incorporated with the yearly report, to make a more useful document. (Author)

ED 056 703

LI 003 212

Medical Library Amendments of 1969; Hearing Before the Subcommittee on Health... on S. 2549, S. 2239, and H.R. 11702...

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 69

Note—233p.; (1 Reference)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Federal Legislation, Financial Support, Health Personnel, *Information Needs, *Medical Libraries

Testimony relative to the amendment of the Public Health Service Act to improve and extend the provisions relating to assistance to medical libraries and related instrumentalities, and for other purposes is presented in the form of verbatim oral question and answers, prepared statements, letters, and supplemental materials. The amendments for bills S. 2549 "Medical Library and Health Communications Assistance Amendments of 1969," and S. 2239 "Medical Library Assistance Extension Act of 1969" are included. Also included is the amendment for H.R. 11702 "Medical Library Assistance Extension Act of 1969." (MM)

ED 056 704

LI 003 213

Paton, M. W. Eastwood, C. R.

Mobilemeet '71.

Library Association, London (England). Branch and Mobile Libraries Group.

Pub Date Aug 71

Note—21p.; (10 References); Papers presented at a joint meeting of the Branch and Mobile Libraries Group and the County Library Circle, held at Dumfries, 24 April 1971

Available from—Hon. Publications Officer, County Branch Library, West Walk, Yate, Bristol, England (\$.65)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bookmobiles, Foreign Countries, *Library Planning, *Library Programs, *Library Services

Identifiers—*Great Britain

The two papers in this document are: (1) "Culture in the Craft" and (2) "Management Aspects of Mobile Libraries." "Culture in the Craft" reviews the problems of providing library services in Aberdeenshire, Scotland. Bookmobiles are used to serve library users that live in farms near the road. Other library users are served by a cooperative program that involves the readers desiring library materials to convene at one location such as a neighborhood farm or at the local post office. The paper "Management Aspects of Mobile Libraries" concentrates on the application of modern management techniques to improve library services. (Author/MM)

ED 056 705 LI 003 214

Markwick, Emily
A Librarian Plans a Library.
Library Association, London (England). Branch
and Mobile Libraries Group.

Report No—Occas-Pap-2
Pub Date Feb 71

Note—17p; (7 References); Based on a paper
presented at a joint meeting of South-Western
Branch & Branch & Mobile Libraries Group,
Library Association, Stroud Library, 14 Oc-
tober 1970

Available from—Hon. Publications Officer, Coun-
ty Branch Library, West Walk, Yate, Bristol,
England (\$65)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Branch Libraries, Foreign Coun-
tries, *Library Facilities, *Library Planning
Identifiers—*Great Britain

The focus of this paper is on small branch
libraries of a public library that provide book ser-
vice. The topics cover: (1) management, (2)
resources, (3) library planning, (4) layouts, (5)
site selection and (6) briefs or schedule of
requirements. (MM)

ED 056 706 LI 003 215

Eastwood, C. R. And Others
**Mobile Libraries, Design and Construction: A
Survey of Current Practice.**

Library Association, London (England). Branch
and Mobile Libraries Group.
Report No—Occas-Pap-3

Pub Date Apr 71
Note—26p; (7 References)

Available from—Hon. Publications Officer, Coun-
ty Branch Library, West Walk, Yate, Bristol,
England (\$65)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bookmobiles, Construction
(Process), Design, Foreign Countries, *Library
Standards, Library Surveys
Identifiers—*Great Britain

Forty-one country libraries in Wales, Scotland
and England were surveyed in 1970 in an attempt
to establish current practice in the design and
construction of mobile libraries. This report is the
first step of the Branch and Mobile Libraries
Group of the Library Association to establish
standards for mobile library design and construc-
tion. The survey covers the overall dimensions of
mobile libraries, the chassis, coachwork, external
details, internal details, electrical system, heating
and ventilation, and accessories. (Author/MM)

ED 056 707 LI 003 216

Malbon, Ralph
**Productivity in Branch Libraries Today, and the
Future.**

Library Association, London (England). Branch
and Mobile Libraries Group.

Report No—Occas-Pap-4
Pub Date Jul 71

Note—16p; (10 References); Based on a paper
presented at a joint meeting of the Branch and
Mobile Libraries Group, Wessex Div. of
A.A.L., & South-Western Branch of the Librar-
y Association

Available from—Hon. Publications Officer, Coun-
ty Branch Library, West Walk, Yate, Bristol,
England (\$65)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Branch Libraries, Foreign Coun-
tries, *Library Planning, Library Services,
Productivity
Identifiers—*Great Britain

The paper covers two main themes. The first
theme considers what should be done about
branch libraries, in the rapidly changing condi-
tions of today, for the greater efficiency and
economy of library service. The author suggests
that there are too many small branch libraries in
the towns and cities in England. The author
recommends that the library authorities should
concentrate their resources solely for the im-
provement of the large district libraries, those
which are located in obviously important sub-
areas, far enough from the town center to war-
rant their existence. Small, ineffective, badly sit-
uated branch libraries should be closed. The
second theme considers how librarians can plan
library service for the future in the forthcoming
local government revolution. (MM)

ED 056 708 LI 003 217

Heiliger, Edward M., Ed.
Colloquium on Library Networks.
Kent State Univ., Ohio.

Pub Date 4 Nov 69

Note—58p; (10 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communications, Decentralized
Library Systems, Interlibrary Loans, *Library
Automation, *Library Cooperation, *Library
Networks, Phonotape Recordings, Shared Ser-
vices, *Telecommunication

The report is a verbatim record of the Col-
loquium on Library Networks. The topics
covered include: (1) communications technology
and how it might be utilized in library type ap-
plications; (2) shared resources via communica-
tions; (3) the telelecture (an amplified telephone
call) for sharing human resources; (4) audio
tapes and their use via remote access; (5) com-
pressed speech and its use in audio tapes and (6)
teleprinters and their use in libraries.
(Author/MM)

ED 056 709 LI 003 218

Carroll, Thomas J. And Others
**Standards for Production of Reading Materials for
the Blind and Visually Handicapped.**

National Accreditation Council for Agencies
Serving the Blind and Visually Handicapped,
New York, N.Y.

Spons Agency—Bureau of Education for the
Handicapped (DHEW/OE), Washington, D.C.
Pub Date Sep 70

Grant—OEG-0-9-422151-3709 (607)

Note—76p; (52 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Blind, Braille, Large Type Materi-
als, Phonograph Records, *Reading Materials,
*Standards, *Visually Handicapped

Despite expanded services, less than one tenth
of one per cent of today's total production of
reading material is available to the blind or
visually handicapped in a form (large print,
recorded or tactile) that they can use. As more
and more blind people take their place in the
trades and professions, the production of quality
materials must keep pace. In answer to a widen-
ing need for the development of standards for the
production of these reading materials, the Na-
tional Accreditation Council's Commission on
Standards gave first priority to the project when
undertaking to fulfill its responsibility for updat-
ing, refining and expanding the basic standards
encompassed by the Commission on Standards
and Accreditation of Services for the Blind
(COMSTAC). Agencies or groups producing
reading materials in any or all of the three forms
will find this study a useful adjunct to "The Com-
stac Report." In addition to improving the quality
and variety of materials produced, it aims to in-
crease efficiency and cut down on duplication by
encouraging central reporting and interagency
cooperation in cataloging and exchanging materi-
als. (Author/NH)

ED 056 710 LI 003 219

Canadian Library Association Annual Conference
(26th, Vancouver, B.C., 19-25 June 1971).
Proceedings.

Canadian Library Association, Ottawa (Ontario).
Pub Date 71

Note—47p; (28 References)
Available from—Canadian Library Association,
151 Sparks St., Ottawa, Ontario K1P 5E3
(\$4.00)

Document Not Available from EDRS.

Descriptors—Conferences, *Libraries, Library
Associations, Library Networks, *Library
Planning, National Libraries

Identifiers—*Canadian Library Association
The theme for the 26th Annual Conference is
Reorganization, Recruitment and Results. The
seven speeches presented are: (1) The National
Library 1970-71; A Year of Network Pre-
development; (2) The British Columbia Centen-
nial Citizens' Conference on Libraries; (3)
Today's Menu: Smogabond and Stew; Or
Restructure, Revitalize - and Refresh (Impressions
of the Conference); (4) The Library - A User's
View; (5) Thoughts of a Partial Publisher or Can
the Book Publishing Industry Get There from
Here; (6) The 1971 Conference and (7) Resolu-
tions Adopted at the 26th Annual Conference,
1971. (MM)

ED 056 711 LI 003 220

Pertman, Stephen B.
**Legal Aspects of Selected Issues in Telecommuni-
cations: Computers and Communications - a
Background Paper.**

American Federation of Information Processing
Societies, Montvale, N.J.

Pub Date 1 Dec 70

Note—147p; (280 References)
Available from—AFIPS Press, 210 Summit
Avenue, Montvale, N.J. 07645

Document Not Available from EDRS.

Descriptors—*Communications, Communication
Satellites, Computers, Information Dissemina-
tion, *Policy, *Telecommunication
Identifiers—FCC, *Federal Communications
Commission

The report reflects the state of the topic as of
December 1, 1970. The report identifies and as-
sesses some of the many issues which have
emerged from the conference of previously
separate participants in the industry, against the
background of whatever discernible national
communications policy may be traced. Not
treated are issues surrounding questions of priv-
acy and due process concerning the use of and ac-
cess to data. (Author/MM)

ED 056 712 LI 003 221

Doyle, Daniel
Planning and the Business of Librarianship.
Pub Date May 70

Note—16p; (0 References); Paper read to Joint
Conference of the Library Association of Ire-
land and the Northern Ireland Branch of the
Library Association, at Limerick, May 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Financial Support, *Foreign Coun-
tries, *Librarians, *Libraries, Library Associa-
tions, *Library Planning, Library Services,
Library Standards, Public Libraries
Identifiers—Ireland, *Librarianship

The concept of total planning as applied in this
presentation refers to planning as a part of library
organization. It is felt that greater care should be
taken at top-level planning to ensure that some
proportion of the income and credit available is
allocated to various services to allow departmen-
tal planning to be carried out effectively. It is
stressed that while planning should control, con-
trol should not be the purpose of planning. The
purpose of planning must always be the provision
of better service for people and that this be done
in the most efficient manner possible. Whenever
institutions are created there is always the danger
of lavishing on the institutions the love and care
which was intended for the people they serve.
(Author/NH)

ED 056 713 LI 003 222

Jackson, Johnny W.
**Narrative Evaluation Report on the Institute for
Retraining of Classroom Teachers as School
Media Specialists at Rust College, Holly
Springs, Mississippi, June 21, 1971 to July 30,
1971.**

Rust Coll., Holly Springs, Miss.
Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date 71
Note—95p; (315 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Institutes (Train-
ing Programs), *Instructional Materials,
*Library Science, *Media Specialists,
*Teachers, *Use Studies

The objectives of this institute were: (1) To
provide the classroom teacher with the basic
knowledge of library science through introduction
to reference materials which will serve as the
backbone for a more effective use of the library
as a learning center; (2) To provide classroom
teachers with knowledge about and experiences
with instructional materials and methods of the
use of the instructional materials including books,
records, tapes, slides, filmstrips, microfilm
readers, and video devices; (3) To help acquaint
classroom teachers with various devices, methods,
and techniques for the improvement of the stu-
dent's learning through the use of instructional
materials in the library; (4) To help classroom
teachers be able to effect needed changes in their
curricula and methods of teaching in their institu-
tions so that the total faculty, student body, and
the community can benefit from their expe-
riences. The purpose of this report is to deter-
mine how effectively the objectives of the in-
stitute were met. (Author/NH)

ED 056 714 LI 003 223

Reference Work—Background and Implications.
Israel Society of Special Libraries and Informa-
tion Centres, Tel Aviv.

Pub Date Jun 71

66 Document Resumes

Note—34p.; (25 References); Contributions to Information Science 5; Clarissa Gadiel Memorial Issue

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Information Needs, Information Retrieval, *Information Science, *Library Collections, *Library Education, *Library Reference Services, *Library Science, Periodicals, Special Libraries, Use Studies
Identifiers—*Gadiel (Clarissa), Israel

The friends and colleagues of Clarissa Gadiel used this publication which deals with problems which were close to her heart and to which she gave much thought as of means of perpetuating her memory. The publication includes the following papers: "Information Education at the Grassroots," by Hans Wellisch; "Reference Work in Library and Information Science Curricula," by Sarah M. Thomas; "Dealing With Journals in Special Libraries," by Susane Weil; and "The One Man Show Reference Business: The Satiric Approach," by Esther Amiel. (Author/NH)

ED 056 715

LI 003 224

Rohlf, Robert H. Smith, David R.

Recommendation for a Southeastern Library Cooperative (SELCO).

Minnesota State Dept. of Education, St. Paul.
Pub Date Dec 70

Note—69p.; (19 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Library Cooperation, *Library Services, Library Surveys, *Public Libraries, *Regional Programs, *State Aid
Identifiers—Library Statistics, *Minnesota

A study of existing library service in Southeastern Minnesota resulted in the recommendation that a Southeastern Library Cooperative (SELCO) be formed under a contractual, federated basis. The cooperative would consist of all public libraries in the region who meet the current requirements for eligibility for state aid funds. It was recommended that the cooperative be established as an educational, nonprofit corporation governed by a Board of Directors. In order to assess the Cooperative programs and to evaluate new ideas, annual review and evaluation sessions should be held by the Board. The region surveyed is more able financially to support library service than all but one of the areas which already contain some form of a library cooperative or system. The survey procedures used to substantiate the recommendations presented are explained. (NH)

ED 056 716

LI 003 225

School Library Media Standards 1970.

Maine State Dept. of Education, Augusta.
Pub Date 70

Note—22p.; (4 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Instructional Materials Centers, *Library Standards, *Media Technology, Objectives, *School Libraries, *Standards
Identifiers—*Maine

The Maine State Department of Education presented these standards as basic minimum standards for a school library media program. Planned to meet the requirements of a good school curriculum, they are designed for school systems seeking to give young people education of good quality. For schools which have not yet fully achieved their objectives, these standards can serve as a guide for charting goals to be reached in progressive steps over a planned period of time. A quality school library media center requires: (1) the guidance of a qualified librarian who is competent and effective as an educator, (2) the formation and implementation of a sequential teaching and learning program which reflects the philosophy of the school, (3) provision for a library media center which provides pleasant quarters planned for expansion, (4) sufficient funds to provide adequate professional and clerical staff and (5) provision for continued maintenance of a materials collection selected for balance. These standards are prepared in a format which allows changes to be made and sections restated as future needs indicate. (Author/NH)

ED 056 717

LI 003 226

Lester, Marilyn A.

Federal and State Government Publications of Professional Interest to the School Librarian: A Bibliographic Essay.

Illinois Univ., Urbana. Graduate School of Library Science.

Report No.—Occas-Pap-100

Pub Date Nov 71

Note—32p.; (175 References)

Available from—Occasional Papers, Publications Office, 215 Armory Bldg., University of Illinois Graduate School of Library Science, Champaign, Illinois 61820 (No Charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Classification, Government Publications, Guidelines, *Librarians, *Library Material Selection, *Library Planning, *Library Technical Processes, *School Libraries

Identifiers—Centralized Processing, *Librarian-ship, Nonbook Materials

The purpose of this bibliographic essay is to make school librarians aware that inexpensive publications are available from both state and federal governments on the subject of school librarianship. Because many school librarians do not use either the "Monthly Catalog" or the "Monthly Checklist," this literature was searched for them as a way of introducing these indexes to the school librarian. This bibliography is limited to publications of interest specifically to the school librarian thus, such topics as library building design or shelving problems were omitted because of their general nature. It is not implied that government publications should be used instead of the standard reference tools or book selection aids, the bibliography is merely a way of advertising the fact that these free or inexpensive government publications do exist and can be of help. (Author/NH)

ED 056 718

LI 003 227

Report of the Committee on Continuing Education and Professional Growth.

Cornell Univ., Ithaca, N.Y. Univ. Libraries
Pub Date 8 Aug 69

Note—51p.; (110 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cataloging, *Librarians, *Libraries, *Library Automation, Library Education, Library Technical Processes, *Organization, *Professional Continuing Education
Identifiers—*Librarianship

The following areas were of particular concern in this report: (1) Bibliographical control, which is considered to be the overriding purpose of librarianship; (2) the library's organizational structure, which must undergo some essential changes if the library is to meet the new challenge; (3) professionalism, which must become common and pervasive, rather than unusual and suspect; (4) the supporting staff, whose abilities must be increased to match those abilities; (5) management training, which is necessary to an effectively run library and should be available to all supervisory personnel; (6) computers, which will and must increase amounts of routine and traditional library work; and (7) programmed instruction and gaming simulation, which are advanced learning techniques, respectively useful for teaching some aspects of library work systematically and for presenting the significance of all parts to the whole operation. (Author/NH)

ED 056 719

LI 003 228

Judge, Anthony J. N.

The Improvement of Communication Within the World-System.

Union of International Associations, Brussels (Belgium).
Pub Date Sep 69

Note—64p.; (80 References); UAI Study Papers INF/2

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Computer Programs, *Data Bases, *Electronic Data Processing, Information Centers, Information Networks, *Information Systems, International Organizations, *International Programs, Systems Analysis

The advantages research workers will derive from the creation of the proposed computer-based information center are stressed. Most of the techniques needed have already been applied in the physical sciences and engineering. The problem remains to adapt them to the less easily quantifiable variables encountered in the political, social, management and information sciences which are essential to an adequate analysis of the world system. Use of the given techniques should make it possible to move quickly to a stage where there is an interaction between techniques and their adaptation to the available equipment which

permits progressively more rapid and sophisticated analysis as well as an increasing "spin-off" to assist practical decision-making. Some features could be quickly available at a low, but useful, level of sophistication. However, the possibility of gradually and flexibly increasing sophistication as techniques improve and funds become available should be recognized. (Author/NH)

ED 056 720

LI 003 229

Clemmer, Joanne

An Evaluation of Oregon's Participation in the Pacific Northwest Bibliographic Center.

Oregon State Library, Salem.

Report No.—Lib-RP-1-69

Pub Date 69

Note—32p.; (2 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographic Citations, *Cataloging, *Evaluation, *Interlibrary Loans, Libraries, *Library Cooperation

Identifiers—Centralized Processing, *Oregon, Pacific Northwest Bibliographic Center, PNBC

The purpose of this study was to survey and evaluate past and current participation in the Pacific Northwest Bibliographic Center (PNBC) by Oregon libraries. Summarized, the findings were: (1) the PNBC has become a major source of assistance in the flow of interlibrary loans and bibliographic data; (2) it is part of a variety of formal and informal networks not only in the Pacific Northwest, but also linked to numerous other agencies across the United States and Canada; (3) the greatest percentage of PNBC's member libraries are academic libraries; and (4) approximately one-fourth of all requests channeled through PNBC are for materials not held anywhere in the region. This study specifically discusses the services of the PNBC and the Oregon membership in the PNBC. (Appended are tabulated results of a PNBC Opinionnaire.) (Author/NH)

ED 056 721

LI 003 230

Pan, Elizabeth Miller, Ron

Materials Transfer: A Report of a Pilot Document Delivery Service, November 1969 - June 1970.

Five Associated Univ. Libraries, Syracuse, N.Y.

Report No.—FTM-70-4

Pub Date Sep 71

Note—52p.; (20 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Costs, Experimental Programs, *Facsimile Transmission, Information Dissemination, *Interlibrary Loans, Library Research, *Library Services, *University Libraries

Identifiers—*Five Associated University Libraries, Information Transfer

The purpose of the FAUL Technical Memoranda (FTM) series is to disseminate quickly to librarians and information scientist the objectives, methods, procedures, analyses, conclusions, and recommendations relating to the performance of small projects in applied research. This report is an account of a study to develop a document delivery service between the Five Associated University Libraries (FAUL). The approach and activities of the Access Committee and the FAUL Central staff about materials and people movement among the libraries during the 1969-70 academic year are described. The primary objective of the experiment was to measure and compare the transportation modes under consideration in terms of speed, cost per pound and predictability. The results are presented in tables. An appendix summarizes the usage and costs of the service. The recommendation that the pilot system be extended from June 1970 until January 31, 1971 was followed, however, all the data requested in the recommendation were not collected and was not incorporated into the report. (Author/NH)

ED 056 722

LI 003 231

Raitt, D. I.

Space Documentation Services: Operations Handbook.

European Space Research Organization, Neuilly-Sur-Seine (France).

Report No.—ESRO-SP-63

Pub Date May 71

Note—44p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Technology, Documentation, Electronic Data Processing, Foreign Countries, Information Needs, Information

Processing, *Information Retrieval, *Information Services, Man Machine Systems, Manuals, *On Line Systems, *Search Strategies
Identifiers—SDS, *Space Documentation Service
 A description of the system used by Space Documentation Service (SDS) to disseminate combined and accumulated knowledge, as widely as possible, throughout Europe is given. The RECON network, with the full support of NASA, has gradually been extended so that centers in Member States, may, by installing their own terminals, have direct access to the data base. The data base itself has been broadened to include not only the NASA file, but also that of Metals Abstracts, Engineering Index and the U. S. Government Research and Development Reports. Other files are under consideration. The feasibility of developing new features which would be of value in the searching of the data-base is being studied and a continuous monitoring of the system, services and procedures is taking place to ensure efficiency and effectiveness. (Author)

ED 056 723 LI 003 232

Cuadra, Carlos A.
The Annual Review of Information Science and Technology: Its Aims and Impact.
 System Development Corp., Santa Monica, Calif.
 Pub Date May 71

Note—17p.; (0 References); Talk given at Eighth Annual National Information Retrieval Conference, Philadelphia, Pennsylvania, May 1971
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Information Dissemination, *Information Science, Information Sources, *Library Science, *Reference Books
Identifiers—*Annual Review Information Science and Technology

The major aims of the "Annual Review of Information Science and Technology" are (1) to describe and appraise progress in information science and technology; (2) to provide a systematic, dependable tool that can relieve professionals from winnowing through a wealth of literature in their field each year; (3) to direct the reader to people, projects, institutions and literature that may be helpful to them in their work; (4) to construct a permanent reference file in which the reader can trace the work of a person, a project, an institution, or a problem or topic of interest and (5) to introduce somewhat greater order into the field of information science and technology. (Author/MM)

ED 056 724 LI 003 233

Locke, Jill L.
Children's Book Color Preferences as Related to Their Favorite Color.

Pub Date 17 May 71
 Note—65p.; (34 References); Research project submitted to the Grad. Dept. of Library & Information Sciences, Brigham Young Univ., Provo, Utah, in partial fulfillment...of Master of Library Science Degree

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Child Psychology, *Childrens Books, *Color, *Preschool Children, *Reading Material Selection, Testing

Because young children disregard writing on the spine of a book, researchers chose to run a test on color preferences in books. In a library situation young children see most books from a spine-out angle; thus when allowed to select a book by themselves, the first characteristics noticed are size and color. This study is based on the hypothesis that children transfer their preference for a favorite color to book color preference, if the quality of color is emphasized. Children also relate colors to moods. The two colors that were preferred by at least half of the 41 children tested were red and purple. With all the color choices totalled, the preference order was purple, blue, red, orange, brown, green, black, and yellow. The findings indicate that sex does make a difference in determining color preference. There was not enough consistency between favorite color and book color preference to justify a strong connection between the two. (Author/MM)

ED 056 725 LI 003 237

A Bibliography of Selected Rand Publications; Computing Technology.
 Rand Corp., Santa Monica, Calif.
 Report No—SB-1036
 Pub Date Sep 71
 Note—111p.; (308 References)

Available from—Communications Dept., The Rand Corporation, 1700 Main St., Santa Monica, Calif. 90406 (No Charge)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographies, *Computer Graphics, *Computer Programs, *Computers, *Computer Science, *Information Processing

The bibliography contains 308 abstracts of unclassified Rand studies dealing with various aspects of computing technology. The studies selected have all been issued during the period January 1963 through August 1971. The intention is to revise the bibliography at periodic intervals to incorporate new publications. Both subject and author indexes are provided. (Author/MM)

ED 056 726 LI 003 238

National Library of Australia, Eleventh Annual Report 1970-1971.

National Library of Australia, Canberra.

Pub Date 71

Note—35p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, Foreign Countries, *Library Planning, *National Libraries
Identifiers—*Australia

The Eleventh Annual Report contains a summary of the National Library of Australia's activities for the period 1970 through 1971. Included in the report are sections on: (1) Management of the Library, (2) Service to the Public, (3) Development of the General Collection, (4) Australian Collections and Services, (5) National Bibliography, (6) Library Services to Commonwealth Territories, (7) National Clearing Center, (8) Education for Librarianship, (9) Orientation and Use of the Building and (10) Statement of Receipts and Expenditures for the Financial Year 1970-71. (MM)

ED 056 727 LI 003 239

National Library of Australia, Tenth Annual Report 1969-1970.

National Library of Australia, Canberra.

Pub Date 70

Note—36p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, Foreign Countries, *Library Planning, *National Libraries
Identifiers—*Australia

The Tenth Annual Report contains a summary of the National Library of Australia's activities for the period 1969 through 1970. Included in the report are sections on: (1) Functions and Management of the Library, (2) Royal Visit, (3) Reference Services, (4) Development of the General Collection, (5) Australian Collections and Services, (6) Oriental Studies Collections and Services, (7) Pictorial Collections and Services, (8) Rare Book Collections and Services, (9) Organization of the Library and (10) Statements of Receipts and Expenditures for the Financial Year 1969-70. (MM)

ED 056 728 LI 003 272

Wilkie, Lorna C., Ed.
Directory of Educational Programs in Information Science 1971-1972.

American Society for Information Science, Washington, D.C.

Spons Agency—American Society for Information Science, Washington, D.C. Special Interest Group on Education for Information Science; ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Pub Date Nov 71

Note—110p.; (3 References)

Available from—American Society for Information Science, 1140 Connecticut Ave., Suite 804, Washington, D.C. 20036 (HC Members \$4.50 Non-members \$5.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Directories, *Education, Information Centers, Information Processing, *Information Science, *Information Scientists, *Information Systems, *Information Theory

For the purposes of this Directory, information science includes the following subjects: library and information systems, library automation and networks, systems analysis, management information systems, information needs and uses, abstracting and indexing, advanced classification theory, non-traditional techniques of organizing knowledge, management of technical information centers, reprography, computational linguistics, man-machine interaction, and information theory.

The Directory includes an introduction, a table of contents, a compilation of entries arranged by school and department or program, and four indexes. Separate entries are made for each department or program even though some of them are at the same university. The "Index of Educational Institutions by State and Province" is an alphabetical list of the states in the United States and provinces in Canada. The other three indexes are: "Index of Degrees Offered," "Index of Information Science Courses Offered," and "Index of Faculty Members Interested in Information Science." This first edition of the Directory describes only those graduate programs with primary emphasis on information science rather than on its two major applications, namely computer science and library science. (Author/NH)

ED 056 729 LI 003 273

Finnan, Anne

The Public Library: A Bibliography.

ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Pub Date 71

Note—54p.; (750 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Community Involvement, Education, History, Legislation, Library Education, Library Facilities, *Library Planning, *Library Programs, Library Services, Library Standards, Library Surveys, *Objectives, *Public Libraries, Social Factors, Use Studies

Identifiers—*Library Role, Library Statistics

ERIC/CLIS has compiled this bibliography in an effort to assist the members of the library community who are concerned with the role of public libraries. Although unpolished it is hoped that this tool will serve as a general reference source for those who wish to undertake the preparation of critical review articles or substantive state-of-the-art surveys, to fill informational gaps existing in the field and provide a firmer decision-making base on which the role of the public library can be developed. The items are categorized under five broad topics: (1) The public library mission, (2) The role of the public library, (3) Public Library services, (4) Management of the public library and (5) Use of the public library. (Author/NH)

ED 056 730 LI 003 275

Mitchell, James E.

MSEIP Documentation of Project Development and General System Design; Revised, June 1969.

Iowa State Dept. of Public Instruction, Des Moines.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 69

Note—376p.; (0 References)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Decision Making, Educational Programs, Information Needs, *Information Systems, *State Agencies
Identifiers—*Midwestern States Educational Information Project, MSEIP

The Midwestern States Educational Information Project (MSEIP) is a combined research effort of 13 state educational agencies (SEA's) to develop and implement an integrated information system. The "MSEIP Documentation" is the result of the Project's original developmental effort during which chief state school officers, SEA staff members, other educators, and technical personnel contributed to the general system design. The original publication, refined during the year of Project continuation, is here reprinted in handbook form. The MSEIP System, as here presented, serves as a guide for SEA's as they revise and improve their information systems. The handbook includes sections on: (1) MSEIP Description and Development; (2) Administrative Summary; (3) Technical Preface; (4) Facilities, Finance, Instructional Programs, Personnel and Pupil Subsystems; (5) Common Features of the Subsystems; (6) Program Specification Considerations; (7) Programming Considerations; (8) Implementation Considerations and (9) MSEIP Participants. A related document is "MSEIP Documentation Supplement" (LI 003276). (Author/MM)

ED 056 731 LI 003 276

Mitchell, James E.

MSEIP Documentation Supplement.

Iowa State Dept. of Public Instruction, Des Moines.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 70

Note—192p.;(0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Decision Making, Educational Programs, Information Needs, *Information Systems, *State Agencies

Identifiers—*Midwestern States Educational Information Project, MSEIP

The Midwestern States Educational Information Project's "MSEIP Documentation Supplement" is a companion publication to "MSEIP Documentation of Project Development and General System Design; Revised, June 1969." (LI 003275). The supplement starts with an overview of the MSEIP Data Control System which explains many of the techniques used in the system, but only in limited detail. It contains chapters on each subsystem and the header file, complete with general comments, specific comments about certain data items, collection forms, instructions, and file layouts. (Author/MM)

ED 056 732

LI 003 277

Overhage, Carl F. J.

Project Intrex; A Brief Description.

Massachusetts Inst. of Tech., Cambridge.

Spons Agency—Carnegie Corp. of New York, N.Y.; Council on Library Resources, Inc., Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date 71

Note—27p.;(16 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Information Dissemination, *Information Retrieval, *Information Seeking, *Information Utilization, *Libraries, Library Planning, Library Services

Identifiers—Information Transfer, *Project Intrex

Project Intrex is a program of information transfer experiments directed toward new services and facilities for people who seek information in large libraries. The Project Intrex program includes: (1) the assembly and organization of an information store of sufficient size; (2) the development of the essential facilities for storing, retrieving, transmitting and displaying the information; (3) the study of the operations and reactions of users under varying conditions and (4) the design of user aids for a library providing both machine access and conventional services. (Author/MM)

ED 056 733

LI 003 278

Olsen, Wallace C.

A Library Network for the Geosciences.

Pub Date 1 Nov 71

Note—8p.;(6 References); Presented before the Geoscience Information Society at a Symposium, "Toward the Development of a Geoscience Information System," November 1, 1971, Washington, D.C.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Committees, *Earth Science, Evaluation, *Geology, *Information Needs, *Information Systems, *Library Networks, Reports

Identifiers—Committee on Geoscience Information, *Library Role

The concept paper prepared by the American Geological Institute (AGI) Committee on Geoscience Information is evaluated and areas which need more detailed plans if the geoscience community is to be persuaded of the need for a library network are discussed. For example: the concept plan does not display adequate awareness or concern for the role of the geoscience libraries within the information system. Two complementary actions which might help to remedy this deficiency are suggested: (1) the libraries might embark on a program of establishing their position within the information system and (2) librarians should be sought out wherever the libraries have the potential as information handlers or interrelationships exist or are apt to be created. It is proposed that the next step is a document which reaches some conclusions and which will provide the point of departure on action and discussion. (Author/NH)

ED 056 734

LI 003 279

Nebraska Public Library Commission; Biennial Reports (Combined Edition) for 1965 - 1967, 1967 - 1969.

Nebraska Public Library Commission, Lincoln.

Pub Date [69]

Note—32p.;(8 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Library Expenditures, *Library Planning, *Library Programs, Library Surveys, *Public Libraries

Identifiers—*Nebraska

The Biennial Reports contain sections on: (1) Nebraska Public Library Commission; (2) Physical Facilities; (3) Personnel; (4) Book and Non-Book Materials; (5) Services and Use; (6) Financial Support; (7) Union Catalog Statistics; (8) Appropriations and Expenditures; (9) Planning and Research; (10) A Survey of the Physically Handicapped of Nebraska - The Parameters of Expanded Library Services and (11) Programs, Sub-Programs and Activities. (MM)

ED 056 735

LI 003 280

North Carolina Public Library Personnel Manual.

North Carolina Library Association, Winston-Salem.

Spons Agency—North Carolina State Library, Raleigh.

Pub Date 70

Note—74p.;(22 References); Prepared by the Personnel Committee of the Public Library Section

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Librarians, *Libraries, Library Technicians, Manuals, *Personnel Management, *Personnel Policy, *Public Libraries

Identifiers—Library Administration, *North Carolina

The topics discussed in this edition of the Manual include: (1) a written personnel policy, (2) preparing an organization plan, (3) preparing a position classification plan, (4) preparing a pay plan and (5) preparing a statement of working conditions. The appended bibliography is divided into three sections: (1) Library Personnel Administration - General, (2) Selection of Employees and (3) Development of Employees. A subject index is also appended. The manual is to be used as a guide in formulating and updating a workable classification and pay plan and personnel policies for public libraries in North Carolina. (Author/NH)

ED 056 736

LI 003 281

McAllister, Caryl

A Study and Model of Machine-Like Indexing Behavior by Human Indexers.

International Business Machines Corp., Los Gatos, Calif. Advanced Systems Development Div.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—Lab-R-16-205

Pub Date Nov 71

Note—146p.;(50 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Indexes (Locators), *Indexing, Information Retrieval, Information Scientists, Librarians, Methods, *Models, Scientists, *Subject Index Terms, *Technical Reports

Identifiers—*Machine Aided Indexing

Although a large part of a document retrieval system's resources are devoted to indexing, the question of how people do subject indexing has been the subject of much conjecture and only a little experimentation. This dissertation examines the relationships between a document being indexed and the index terms assigned to that document in an attempt to quantify the extent of "machine-like" indexing occurring when librarians and scientists index technical text. A number of possible relationships between the text and the index assignments are predicted and tested with two models: a multiple linear regression model and a Boolean combinatorial model. It is concluded that indexers in general do not index technical text in a "machine-like" fashion and that neither model is useful as a general predictor of human indexing. (Author/NH)

ED 056 737

LI 003 282

Annual Survey of Howard University; The Library System, Services, and Facilities.

Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.; Office of Education (DHEW), Washington, D. C. Bureau of Higher Education.

Pub Date Aug 71

Note—82p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Librarians, Library Collections, *Library Expenditures, *Library Facilities,

*Library Services, Library Surveys, Library Technicians, Salaries, *University Libraries, *Use Studies

Identifiers—*Howard University, Library Statistics

The Howard University library system is reviewed as an organization in this report which analyzes its facilities, reports on a user/non-user survey, and gives a statistical overview. Recommendations for making the library a vital part of the educational program and for increasing its usefulness are included. From the data gathered it was concluded that, while Howard had made great strides to improve its collection and staffing, it still has a long way to go in order to catch up with the leading institutions. Particularly inadequate are the number of clerical and hourly employees and the funds allocated for these purposes. To move ahead Howard will require a substantially larger library budget, and within the budget larger percentages should be allocated to hourly assistance and to binding and rebinding. The number of clerical and hourly employees should be increased by one-third and the periodical titles doubled. (Author/NH)

ED 056 738

LI 003 283

Widening the Circle, Libraries for Tomorrow; Governor's Task Force to Study Library Services in Maine. Interim Report.

Governor's Task Force to Study Library Services in Maine, Augusta.

Pub Date Feb 71

Note—37p.;(9 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Libraries, *Instructional Materials Centers, Library Materials, *Library Services, Library Standards, Objectives, *Public Libraries, School Libraries, *Special Libraries, *University Libraries

Identifiers—*Maine

The Governor's Task Force to Study Library Services in Maine were directed to accomplish three tasks: (1) survey the present resources and services of the state, public, college, school, and special libraries in Maine and evaluate these resources and services in terms of identified needs; (2) determine ways in which libraries, their services and resources, may be improved and coordinated at all levels to assure equal access for all citizens to their educational and cultural benefits; and (3) recommend action by which the state can encourage and effect development of library service indicated by the study. This interim report summarizes the findings of the Task Force regarding library resources, services, and principal needs. It then outlines the elements of a library service concept based on the library as a means of access to the full body of library resources in the state. As the first step toward translation of this concept into explicit recommendations for state action, it recommends the development of new library service standards for Maine. (Author/NH)

ED 056 739

LI 003 285

Poindexter, Charles C.

Cataloging and Processing of Media, Directed Studies Materials and Arrangement of the Card Catalog.

Wayne Community Coll., Goldsboro, N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [70]

Note—14p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Books, *Cataloging, *Classification, Filmstrips, *Instructional Materials, *Instructional Materials Centers, *Library Materials, Phonograph Records, Slides, Tape Recordings

Identifiers—*Nonbook Materials

The trend in Community Colleges, Technical Institutes, and some senior institutions is to merge the services of libraries, skills labs, media centers, and supportive instructional agencies into Learning Resources Centers (LRC). Many excellent reports have been written about the LRC concept, consequently, this report deals with the mechanics of classifying and cataloging book and non-book materials within such a center. Specific details, with examples, are given of how the learning materials in the LRC at Wayne Community College were cataloged. (Author/NH)

PS

ED 056 740

PS 005 012

Cohen, Stewart, Ed.

Child Development: A Study of Growth Processes.

Pub Date May 71

Note—491p.

Available from—F. E. Peacock Publishers, Inc., 401 West Irving Park Road, Itasca, Illinois 60143 (cloth, \$11.50; paper, \$5.95)

Document Not Available from EDRS.

Descriptors—Behavior Development, *Child Development, *Early Childhood, Emotional Development, Environment, Heredity, Language Development, Learning, *Literature Reviews, Mental Development, Motivation, *Research, Role Theory, Social Development, *Textbooks

This text is a series of readings designed to introduce the student to scientific research on children. Choice of material for inclusion was based on: (1) the provision of a wide selection of the developmental literature, its origins and growth; (2) the presentation of examples of empirical research, and (3) the selection of articles representing broad, rather than specific, subject matter and various schools of thought. Chapter topics presented include learning, motivation, cognition, language, social and personality development, and methods of child study. (Author/AJ)

ED 056 741

PS 005 013

Program Administration Manual for Child Advocacy Demonstration Projects.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [70]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgets, Community Involvement, *Demonstration Projects, *Early Childhood, Federal Government, Financial Support, *Grants, Manuals, *Program Administration Identifiers—*Child Advocacy

This document gives detailed instructions for filling out application forms for child advocacy demonstration projects. Proposals for pilot projects to be operated within school neighborhoods may be submitted by institutions, agencies, or consortiums to the Bureau of Education for the Handicapped and the National Bureau of Mental Health. The major purposes of such programs are to: (1) insure that children have access to services which are available in the community, (2) identify needed preventive and remedial services which are not available and mobilize resources to get such services, and (3) evaluate and improve the effectiveness of services. Citizen participation is considered vital to the child advocacy projects. Funding will be provided through grants to public schools or various community agencies. Because of limited funds, special consideration may be given to applicants who have or can involve collaborative programs already underway. (NH)

ED 056 742

PS 005 014

Ainsworth, Mary D. Salter And Others

Individual Differences in Strange-Situational Behaviour of One-Year-Olds.

Johns Hopkins Univ., Baltimore, Md.

Spons Agency—Foundation's Fund for Research in Psychiatry.; Public Health Service (DHEW), Washington, D.C.

Pub Date Jul 69

Note—38p.; A condensed version of this paper was read at a meeting of the Study Group on Human Social Relations, London, July, 1969

Available from—H. R. Schaffer (Ed.) "The Origins of Human Social Relations." London: Academic Press. (In press)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anxiety, *Infant Behavior, *Mother Attitudes, *Parent Child Relationship, *Social Behavior, Tables (Data)

Identifiers—Separation Behavior, Strange Situations

An unfamiliar or strange situation was used as a setting to highlight individual differences in an infant's responses to brief separations from his mother and his reactions to a stranger. Two groups were observed, one composed of 23 white, middle class mother-infant pairs, the other of 33 pairs. Eight episodes, presented in fixed

order for all pairs, were used in which a baby faced an unfamiliar environment and also a stranger, both when his mother was present and when she was absent. Detailed conclusions are drawn from the test situations for three groups of mother-infant pairs: (1) babies whose mothers were sensitive to their needs and with whom there was harmonious interaction; (2) babies whose mothers consistently rejected them and with whom there was an unharmonious relationship; and (3) babies whose mothers interfere and also ignore them, but in which maternal rejection is either moderate or masked. (MK)

ED 056 743

24

PS 005 023

Parker, Ronald K.

The Effectiveness of Special Programs for Rural Isolated Four-Year-Old Children: Wakulla County Preschool.

Southeastern Education Lab., Atlanta, Ga.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.

Report No—TR-2

Bureau No—BR-6-2869

Pub Date Mar 70

Contract—OEC-2-7-062869-3077

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasians, Cognitive Development, Concept Formation, Disadvantaged Groups, Enrichment Programs, Evaluation, *Language Development, Language Programs, *Mobile Classrooms, Negroes, *Preschool Programs, *Rural Education, School Readiness Tests, *Tables (Data)

Identifiers—Peabody Language Development Kit

The purpose of this proposal was to evaluate two approaches to preschool education using a mobile laboratory as a classroom for rural 4-year-olds. The research data also provide an independent evaluation of the Peabody language development program. Three groups of eight 4-year-old children (N=24) attending the Readimobile Preschool program were matched with controls of the same age, race, sex, and socioeconomic status. Group 1 received a traditional general enrichment curriculum; Group 2 received lessons for 3 months from the Peabody Language Development Kit, Level P; Group 3 received instruction from the Peabody curriculum for 9 months. External evaluations of the three treated and three control groups were used to determine if differences existed among the groups on measures of intelligence, language, cognition, and school readiness. Each child was tested twice to provide information on test reliability on the Stanford-Binet, Caldwell Preschool Inventory, and the Illinois Test of Psycholinguistic Abilities (ITPA). All groups improved their performance on the second administration of the tests. Group 3 surpassed the scores of their controls on the Caldwell and Binet tests. Group 1 performed better than its control group on the ITPA. Group 2's performance did not surpass that of its control group on any measures. Tables and histograms comprise two-thirds of the document. (Author/AJ)

ED 056 744

PS 005 028

Banta, Thomas J.

Montessori Research Project. Progress Report.

Pub Date Nov 70

Note—3p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Comparative Analysis, Elementary School Students, Longitudinal Studies, *Preschool Children, *Preschool Education, *Research Projects, Testing

Identifiers—Cincinnati Autonomy Test Battery (CATB), *Montessori Approach

This brief report summarizes progress to date in a continuing study, now in its sixth year, of Montessori education in Cincinnati. Follow-up tests of Montessori children are focusing on the relation of early performance to grade school achievement four years later. This study represents the first systematic attempt to compare long term effects of Montessori with other educational approaches. The Cincinnati Autonomy Test Battery (CATB) was developed to measure educational methods (like Montessori) that stress spontaneous activity, self-direction, and a prepared didactic environment. Published summaries of projects that are part of the Montessori Research Project

are mentioned. Future plans stress increased communication among researchers, teachers, parents and children. (NH)

ED 056 745

PS 005 029

Meyer, William J. Egeland, Byron

Changes in Stanford-Binet IQ: Performance Vs Competence.

Pub Date [68]

Note—13p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Caucasians, *Cognitive Ability, *Cognitive Development, Disadvantaged Groups, Inner City, Intelligence Differences, *Intelligence Quotient, *Intervention, Negroes, *Preschool Children, Summer Programs

Identifiers—*Project Head Start, Stanford Binet

This evaluation of cognitive change in Head Start children focused on changes in performance as opposed to changes in competence; specifically, that Binet test performance improves as a function of experience with Binet examiners. The study involved 93 children assigned to four groups who were tested for IQ gains during a 6-week Head Start program in summer, 1968. Group distribution by sex was approximately equal; distribution by race was also equal in Groups I, II, and III. Group IV had only black children with pretest IQ that was meaningfully lower than that of the other groups. Groups were given the initial Stanford-Binet either at home or during the first or second week of school. At the end of the program, each group was again tested. A preliminary analysis of variance of the mean pretest IQ scores and the mean posttest scores showed that the four groups were essentially similar at the beginning and end of the program. These results indicate that, despite the possible variations in teachers and programs and in pretest IQ, overall differences among the groups were small and random indicating that test performance did not improve. Magnitude of change is also discussed in the study. [Not available in hard copy due to marginal legibility of original document]. (MK)

ED 056 746

PS 005 030

Harlow, Steven

Freedom in the Classroom. 1970-71 Faculty Lecture Series.

North Dakota Univ., Grand Forks. Coll. of Education.

Pub Date 6 Jul 71

Note—23p.; Paper presented as a Faculty Lecture at the University of North Dakota, Grand Forks, North Dakota, July 6, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Creativity, *Early Childhood Education, *Educational Philosophy, *Individual Development, *School Environment, Self Concept, Self Directed Classrooms, Self Expression, *Student Behavior, Student Teacher Relationship, Teacher Role

Identifiers—Freedom

Freedom in the classroom should concern the schools as much as the development of cognition and skills. Freedom has traditionally been regarded as something that the child already possesses or which will develop by itself. However, freedom is not a naturally developing property of man, but a delicate and fragile quality of mind and behavior which must be recognized and encouraged by the schools. Relational patterns of perceiving and behaving which describe how three different types of children relate to the classroom environment are: survival, adjustment, and encounter. The most immature and closed pattern is that of survival in which the child regards the world as a dangerous place and wishes to keep change to a minimum. The adjustment pattern typifies the child who first discovers what others expect of him and then produces the desired behavior. Change is tolerated if sanctioned by authority. The pattern of encountering is the most mature and is seen in the child who is able to tolerate uncertainty, can postpone gratification, is curious and receptive to his environment, and is not afraid to express emotions. Components and antecedents of freedom, and their significance for the teacher in helping all three types of children achieve freedom in the classroom, are discussed. [Filmed from best available copy.] (NH)

ED 056 747

PS 005 033

Minuchin, Patricia P.
Curiosity and Exploratory Behavior in Disadvantaged Children: A Follow-Up Study.
Temple Univ., Philadelphia, Pa.
Pub Date Apr 71

Note—10p.; Paper presented at the meetings of the Society for Research in Child Development, Minneapolis, Minnesota, April, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Behavior, Cognitive Development, *Concept Formation, *Curiosity, Elementary School Students, *Grade 1, Preschool Children, Self Concept, *Student Adjustment

Identifiers—Exploratory Behavior

In a follow-up study of curiosity and exploratory behavior, subjects were 18 disadvantaged inner-city black children who had been observed at age four in their first year of a Head Start program, and who were now finishing first grade. Data were obtained from teachers, observations in the classrooms, and an individual session with each child. Each child was rated on a series of scales focussed on curiosity and other relevant dimensions. Findings indicate that the most curious and exploratory children at four years old are, for the most part, among the most vigorous, searching and adaptive at age six. An additional finding was that from the structure of the curricula, it seemed evident that the schools the subjects attended did not generally assume that questioning and exploration were fundamental to learning. Some interactions were recorded that suggested active discouragement. Such situations have complex, long-term implications for the exercise and development of exploratory behavior, both in children who have been non-exploratory and in children who enter school with a basically exploratory stance. (Author/MK)

ED 056 748

PS 005 034

Huntington, Dorothy S.

Programs for Infant Mothering to Develop a Sense of Self and Competence in Infancy.

Children's Hospital of the District of Columbia, Washington, D.C.

Pub Date 3 Apr 71

Note—19p.; Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, Minnesota, April 3, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care Workers, Day Care Services, Disadvantaged Groups, Emotional Development, Foster Homes, Home Visits, Infants, Intellectual Development, *Intervention, Mothers, *Parent Attitudes, *Parent Child Relationship, Parent Participation, *Self Concept, Socialization

Intervention programs for the disadvantaged should be based on an understanding of the behavior and attitudes of people in poverty. Poor people share a sense of hopelessness and helplessness, a lack of belief that they can change their situations, and low self-esteem. Programs to train child care workers who are themselves disadvantaged (parents, foster home mothers, day care and institutional staff) should show trainees that what they are doing is important, and that how they stimulate and interact with the children in their care can vitally affect the children's development and chances for the future. This objective can be accomplished by involving parents and staff in decision making, showing respect for them as individuals and respect for what they know, and discussing with them the babies' preferences and individual styles. To effect meaningful and lasting changes in children, parents must be involved in intervention programs. Such programs should stress respect for cultural differences and for parents' choices on how to raise their children, coupled with constant and intensive support for the caregivers. (NH)

ED 056 749

PS 005 037

Keefer, Norman Keefer, Judith

Mainnutrition and Mental Development: Implications for the Preschool Child: A Review of the Literature 1966-1970.

Michigan Univ., Ann Arbor.

Pub Date Jun 71

Note—119p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavior Development, *Cognitive Ability, *Early Childhood, Hunger, Intel-

ligence, *Literature Reviews, *Mental Development, Mental Retardation, Neurological Defects, *Nutrition, Physical Development, Prenatal Influences, Sensory Integration

This document is the compilation of 50 reviews of selected articles, published between 1966-1970, pertaining to the relationship between malnutrition and potential to learn. The materials represent a relatively complete cross-section of the information available on this subject. There are three recurring themes in the publications reviewed. (1) If significant malnutrition occurs during critical periods of rapid brain cell multiplication, the number of cells produced is reduced. The cell deficiency is irreversible regardless of subsequent nutritional sufficiency. (2) Non-nutritional environmental factors may influence inter-sensory organization during periods of rapid development in a similar manner and might be more specifically described as the deprivation of positive perceived stimuli. (3) It seems that in the near future some governmental institution will assume major proportions of responsibility for a broad spectrum of children between the ages of 0-5 years. Since educators and educational institutions will share these responsibilities, the importance of all aspects of nurturance will become a paramount consideration. (Author/AJ)

ED 056 750

PS 005 039

Gordon, Ira J. Guinagh, Barry J.

A Home Learning Center Approach to Early Stimulation.

Florida Univ., Gainesville. Inst. for Development of Human Resources.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Feb 69

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, Data Collection, Economically Disadvantaged, *Home Programs, Language Development, Longitudinal Studies, Mothers, Nonprofessional Personnel, *Parent Education, Personality Development, *Preschool Children, *Self Concept, Social Relations, *Stimulation, Tables (Data)

The overall aim of this project is to continue the investigation of the effectiveness and practicability of a home-centered technique for cognitive, language and personality development of mother and child to help break the poverty cycle. The plan represents an innovation in family services which, if effective, would extend the reach of the professional and, in the long run, reduce the needs for such services as participants become more capable of meeting their own needs. The home or "backyard" center is the home of a mother in the project, who comes from the disadvantaged population. Workload consists of four days (eight sessions) with children and one day of in-service educational training. Although aides and advocates are used in a variety of projects, the type of professional responsibility, decision making and role assignment of the non-professional in this project is unique. The research plan of the project, methods of procedure, treatment plan, development of materials, home center, and parent education are topics discussed in this report. (Author/MK)

ED 056 751

PS 005 040

Gordon, Ira J. And Others

Instructional Strategies in Infant Stimulation.

Florida Univ., Gainesville. Inst. for Development of Human Resources.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Dec 70

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, Economically Disadvantaged, Home Visits, *Infants, Language Development, *Mothers, Nonprofessional Personnel, *Parent Education, Parent Role, Professional Personnel, Sex Differences, *Stimulation, Tables (Data), Teaching Models, *Teaching Styles

This document is a first year report on a project which examines the effectiveness of (1) teaching the mother versus teaching the infant, and (2) using a professional versus using a paraprofessional as the intervening agent. Also being studied is the relationship between the sex of the infant and the way he is taught and the ef-

fectiveness of systematic observation of teaching behavior on the behavior of the intervenor. The 3-year study began in March, 1970, with planning and the recruitment of 200 lower class mothers and their infants. Eight paraprofessionals and 8 graduate students were employed half-time to serve as parent educators. The entire study is to be completed by December, 1971, at which time data will be analyzed and included in a final report. In this report, specific hypotheses to be tested, the general study design and a plan for data collection are detailed. (MK)

ED 056 752

PS 005 041

Faust, Margaret

Five Pilot Studies: Concerned with Social-Emotional Variables Affecting Behavior of Children in Head Start.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Oct 68

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasians, *Child Development, *Disadvantaged Youth, Intelligence Quotient, Language Development, Negroes, Play, *Preschool Children, *Preschool Programs, Racial Attitudes, Sex Differences, *Social Relations

Identifiers—*Project Head Start

This report includes a discussion of five separate research studies which were conducted in preschool programs in Ontario, California during the year 1967-68. The first study includes only five children from Ontario in a larger project which attempted to assess young children's recognition of skin color differences. The second study was conducted in an effort to evaluate the level of social participation among one group of preschool children. The third study focuses on children's language and evaluates the use of the past tense by preschool children. The fourth project compares the Stanford-Binet scores obtained in October, 1967 with those in May, 1968 for two groups of children. The fifth study compares the amount of social interaction of preschool children in the Fall of 1967 and in the Spring of 1968. (Author)

ED 056 753

PS 005 043

McDowell, Arthur J. And Others

Height and Weight of Children in the United States, India, and the United Arab Republic: Presentation and Analysis of Comparative Data on Standard Height and Weight of Children Aged 6 Through 11 Years.

National Center for Health Statistics (DHEW), Rockville, Md.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Pub Date Sep 70

Note—56p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.55, Public Health Service Publication No. 1000, Series 3, No. 14)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age, Body Height, Body Weight, *Elementary School Students, *National Surveys, *Physical Characteristics, *Physical Development, Sex (Characteristics), *Statistical Data, Tables (Data)

Identifiers—India, United Arab Republic, United States

This report presents and analyzes data on standing height and on weight of children aged 6 through 11 years in the United States, India, and the United Arab Republic. Data for all three countries come from representative national samples and present the first opportunity to compare data from several countries that are broadly representative of the respective populations of children. The present data provide basic norms which have long been needed. The variability of height and weight with age and with sex is very similar in each of the three countries. The heights and weights of children in the United Arab Republic fell between those of the other two countries, but somewhat closer to those for India. Heights of children have increased during the past half century. The report presents information on the samples in the three countries and discusses the sampling error and measurement errors in the data. (Author/AJ)

ED 056 754 24 PS 005 076
Bernbaum, Marcia, Comp.

Early Language Development: An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources; Office of Child Development (DHEW), Washington, D.C.

Bureau No—BR-0-0288

Pub Date Oct 71

Contract—OEC-0-70-2623(519)

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, Child Language, Curriculum, Disadvantaged Youth, Intervention, Kindergarten Children, *Language Development, Language Instruction, Language Skills, Parent Education, Periodicals, *Preschool Children, *Preschool Education, Research

This bibliography was compiled to alert educators to early language development documents found in the ERIC microfiche collection and in journal literature. Abstracts of selected documents were taken from "Research in Education (RIE)" and journal article citations from the "Current Index to Journals in Education (CIJE)". Included are published and unpublished studies focusing on early language acquisition, reviews of language research, and language curriculum practices to improve language skills in young children. Descriptors (subject terms used to characterize the entries) appear after each title and will help the users of this bibliography to identify topics covered in the selections. (Author/AJ)

ED 056 755 24 PS 005 077
Bernbaum, Marcia, Comp.

Educational Television for Preschool and Kindergarten Children: An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.

Bureau No—BR-0-0288

Pub Date Oct 71

Contract—OEC-0-70-2623(519)

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, Bilingual Education, Comparative Analysis, *Educational Television, Evaluation, *Kindergarten Children, Periodicals, *Preschool Children, Programming (Broadcast), Research, Televised Instruction

Identifiers—Appalachia, Sesame Street

This bibliography has been compiled to alert educators to preschool educational television documents found in the ERIC microfiche collection and in journal literature. Abstracts of Selected documents have been taken from "Research in Education (RIE)" and journal citations from the "Current Index to Journals in Education (CIJE)". Included are published and unpublished studies on educational TV. Abstracts of five volumes evaluating the first year of "Sesame Street," produced by the Children's Television Workshop, are included. Eight studies describe various aspects of the Appalachia Preschool Television Program. Among the other single citations are a report on a television series designed to teach English to Spanish-speaking preschoolers and a comparative study of current educational television programs for preschoolers. (Author/AJ)

ED 056 756 24 PS 005 078
Elliott, David L.

Beyond "Open Education": Getting to the Heart of Curriculum Matters.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources; Office of Child Development (DHEW), Washington, D.C.

Bureau No—BR-0-0288

Pub Date Sep 71

Contract—OEC-0-70-2623(519)

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Environment, *Curriculum, *Developmental Programs, *Educational Objectives, *Educational Philosophy, *Educational Planning, Open Education, Student Behavior, Student Role, Teacher Role

Many of the pacemaker British infant schools possess characteristics which advocates of open education would like to see replicated in this country. But in this examination of the qualities and goals of open or "developmental" education, American educators are cautioned against oversimplifying and romanticizing developments in Britain. Educators in this country should understand the process by which the British pacemaker schools developed and the ideas that guided this process. Some of the qualities of open education are discussed and contrasted with those of traditional school programs. Suggestions regarding the development of pacemaker caliber programs in the United States include ideas for involving teachers, children and parents in the process of change, and for developing increased independence and initiative on the part of both children and teachers. (MG)

ED 056 757 PS 005 080
Besner, Arthur

Day Care Services: Industry's Involvement. Bulletin 296.

Women's Bureau (DOL), Washington, D.C.

Pub Date 71

Note—37p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Costs, *Day Care Programs, *Day Care Services, History, *Industry, Needs, Program Descriptions, Tables (Data), Taxes, *Working Women

This bulletin provides an overview of the need for services for the children of working mothers. Topics discussed include historical developments in industry day care programs, alternative roles for industry involvement, costs of operating day care centers, and income tax allowances. Also given are examples of unique programs which suggest various ways in which industry can play a more realistic role in day care development. (Author/MK)

ED 056 758 PS 005 082
Sale, June Solnit Torres, Yolanda Ledon

"I'm Not Just a Babysitter": A Descriptive Report of the Community Family Day Care Project.

Pacific Oaks Coll., Pasadena, Calif.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Jul 71

Note—217p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Adult Education, Case Studies, Child Care Workers, College Students, *Day Care Programs, *Day Care Services, Ethnic Groups, Family Environment, *Group Discussion, Low Income, *Neighborhood, *Program Development, Tables (Data)

Identifiers—Community Family Day Care Project

This report describes the initiation and work of the Community Family Day Care Project (sponsored by Pacific Oaks College) in its first year of operation. The goals of the project were: (1) to identify the formal and informal networks of child care in a multi-racial (Mexican, Negro, Anglo) low-income neighborhood in Pasadena, California; (2) to explore possible methods that might be used to support existing networks, facilities and people concerned with the day care of young children in order to improve the quality of service; (3) to investigate alternatives that may be provided in order to expand day care opportunities in a neighborhood. The report contains information on recruitment of project participants, family day care, family day care mothers, parent meetings (Mother's Club and other get-togethers), field demonstration assistants, and college student assistants. Also included is a survey of child care facilities in Pasadena, a description of support services (story hour, toy loan, a monthly newsletter, and information on licensing, the barrio, the research dimension and an informal evaluation of the impact of the project on community, college students and project staff. A bibliography is included. Appendixes contain descriptions of the Mother's Club, and the Environmental Workshop and copies of forms used in the project. (WY)

ED 056 759 PS 005 084
Kitano, Harry

Measurement of Change in Social and Personal Attitudes of Parents of Children in Project Head Start.

California Univ., Los Angeles. Center for Head Start Evaluation and Research.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No—OEO-4117

Pub Date [69]

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Changing Attitudes, Compensatory Education Programs, Evaluation, Individual Development, Mexican Americans, *Parent Attitudes, *Parent Participation, *Preschool Programs, Questionnaires, *Social Attitudes, Tables (Data)

Identifiers—Clark Motor Development Scale, Goodenough Draw A Man Test, Peabody Picture Vocabulary Test, *Project Head Start

The project reported in this paper has 3 facets and is part of a larger one focused on finding out how to improve the prediction for scholastic success of children from disadvantaged populations. The first paper reports on a pilot study of the effect of parent participation in Head Start on subsequent utilization of community resources. It is also concerned with how parents view Head Start personnel and how individual staff members view each other. While it was demonstrated that parents did change as a result of their participation in the program, the measures used were necessarily crude. An important aspect of the project is concerned with the development and validation of an instrument which will be sensitive to these important changes. The second section reports the rationale and approach to the development of an instrument to measure pre-post changes in parental attitudes, especially in the area of alienation. The third facet is concerned with an experiment to test the value of special instruction in producing more effective modes of home teaching in parents of disadvantaged children. The first step has been the preparation of an instrument of measure parental attitudes toward the Head Start program. This instrument and the description of the study are included as the third report in this section. (Author/MK)

ED 056 760 PS 005 085
Gordon, Ira J.

A Home Learning Center Approach to Early Stimulation.

Florida Univ., Gainesville. Inst. for Development of Human Resources.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Jul 71

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, Economically Disadvantaged, Flow Charts, *Home Programs, *Home Visits, *Infants, Instructional Materials, Mothers, Nonprofessional Personnel, *Parent Education, Parent Role, Personality Development, Self Concept, *Stimulation, Tables (Data)

Approximately 258 mothers and their children (aged 3 months to 3 years) participated in a home visit program using paraprofessionals as home visitors on a once-a-week basis in the first two years of life, combined with a small-group setting for four hours a week for children 2 to 3 years old. Findings indicate that such a Home Learning Center approach to early stimulation can lead to (1) improved cognitive performance of the children as a function of time in the program and (2) positive attitudes and behaviors of mothers toward their children. The relationships between maternal attitude and behavior to child performance found at ages two and three provide support for the development of parent-oriented service programs. (Author/MK)

ED 056 761 PS 005 089
Harris, Lauren Strommen, Ellen

The Role of Face and Body Cues in Children's Judgments of Front, Back, and Side.

Michigan State Univ., East Lansing. Dept. of Psychology.

Pub Date Apr 71

Note—64p.; Portions of this paper were presented at the Biennial Meetings of the Society for Research in Child Development, Minneapolis, Minnesota, April 4, 1971

Available from—Lauren Harris, Department of Psychology, Michigan State University, East Lansing, Michigan 48823

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Body Image, *Concept Formation, *Elementary School Students, *Kindergarten Children, Middle Class, Sex Differences, Social Relations, *Space Orientation

Identifiers—Body Cues, Face Cues

Forty boys and forty girls from kindergarten through fourth grade placed dolls with mobile heads in front of, behind and beside themselves, and in front of, behind and beside another doll to demonstrate development of spatial concepts. The heads and bodies of both dolls were either in convergent or divergent alignment or some combination. Placements were highly consistent within and across children with respect to the location of the doll versus the child's own body or the other doll. Generally, placements were made on the basis of the body rather than the face cue except where use of the face would not violate the body's priority. Girls, and older girls in particular, evidenced greater sensitivity to the face cue than did boys. [Filmed from best available copy.] (Author/MK)

ED 056 762

PS 005 090

Harris, Lauren Strommen, Ellen

The Role of Front-Back Features in Children's 'Front', 'Back', and 'Beside' Placements of Objects.

Michigan State Univ., East Lansing. Dept. of Psychology.

Pub Date Apr 70

Note—25p.; Portions of this paper were presented at the meeting of the Midwestern Psychological Association, Cincinnati, Ohio, April 30, 1970

Available from—Lauren Harris, Department of Psychology, Michigan State University, East Lansing, Michigan 48823

Journal Cit—Merrill-Palmer Quarterly; (in press)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstract Reasoning, *Concept Formation, *Grade 1, Human Body, *Kindergarten Children, Middle Class, Perception, *Space Orientation, Tables (Data)

In a study of spatial orientation, 40 boys and 40 girls from kindergarten and first grade placed a series of objects in front, behind, and beside themselves, and in front, behind, and beside other objects. Some objects had distinguishable front and back sides; others lacked such features. Placements were highly consistent within and across children in respect to location of object vis-a-vis the child's own body or the other object. Systematic variations occurred in children's placement of the face of featured objects in reference to self. These variations appeared related to testing order and type of object placed. Results showed that the children agreed as to what defined fronts and backs of objects. In general, results suggest that the concept of front-back is more complex and subtle than previously believed. (Author)

ED 056 763

PS 005 093

Gross, Carol Werlin, Kathryn

Removing the Blinders: A Shopper's Guide to Instructional Materials.

George Washington Univ., Washington, D.C. Special Education Instructional Materials Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 71

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Concept Formation, Coordination, Costs, *Handicapped Children, *Instructional Materials, *Media Selection, Psychomotor Skills

This document is specifically an aid for teachers of handicapped children, providing information concerning the purchase of instructional materials. Many materials specifically designed for handicapped children are equally appropriate for young children without handicaps because a sensory modality is incorporated in the design. For a material to be appropriate for a child, it must be suitable to his developmental level and specific handicap. Various factors to be considered when selecting appropriate materials are sensory dimensions, physical structure, cost, and content configuration. A teacher must be cognizant of the skill levels and motor responses required for use of the material. Manipulative

devices are considered desirable because they offer first-hand experiences which enhance a child's learning. Cost consideration is not restricted to price alone. A teacher must estimate the cost in time needed to use a material effectively, and consider the material's durability. (Author/AJ)

ED 056 764

PS 005 105

Giblin, Paul T.

The Development of Imitation in Piaget's Sensory-Motor Period of Infant Development (Stages III-VI).

Pub Date [70]

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, Home Visits, *Imitation, *Infant Behavior, Mothers, Parent Child Relationship, *Testing

Sixteen white home-reared babies (eight boys - eight girls) ranging in age from six months to two years were studied during home visits. Piaget's sensory-motor development theory of imitation was employed, and his special thesis of the hierarchical sequence was tested. The examiner proposed four criteria for assessing the development of imitation during this period: (1) accuracy of the imitation, (2) speed at which imitations are acquired, (3) complexity of imitation infant is capable of acquiring, and (4) novelty of the imitation. Findings conformed to the Guttman quasi-simplex correlation matrix, and demonstrated existence of a developmental sequence. The examiner proposes further investigations relating imitation during the sensory-motor period to application of measures of affective development. (Author)

ED 056 765

PS 005 106

Comprehensive Child Development Act of 1971

Part 1. (Joint Hearings Before the Subcommittee on Employment, Manpower, and Poverty and the Subcommittee on Children and Youth of the Committee on Labor and Public Welfare, United States Senate, Ninety-Second Congress, First Session on S.1512).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 13 May 71

Note—435p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Child Care Workers, *Child Welfare, *Comprehensive Programs, Day Care Programs, *Early Childhood Education, *Federal Legislation, *Low Income Groups, Mental Health, Mexican Americans, Negro Youth, Parent Participation, Physical Health, Program Costs

This document presents Part One (pages 1-432) of the joint hearings held May 13 and 20, 1971 before two subcommittees of the Committee on Labor and Public Welfare. The hearings were designed to amend the Economic Opportunity Act of 1964 to provide for a comprehensive child development program in the department of Health, Education and Welfare and related bills. Part One includes the texts of the bills, a chronological listing of witnesses, and an alphabetical listing of statements. Additional information on six articles and publications relating to child development, black child development, and child care is reprinted. Part Two (pages 433-672, May 25 and 26) is available as PS 005 107. Part Three (pages 673-930, May 27 and June 16) is available as PS 005 108. (WY)

ED 056 766

PS 005 107

Comprehensive Child Development Act of 1971.

Part 2. (Joint Hearings Before the Subcommittee on Employment, Manpower, and Poverty and the Subcommittee on Children and Youth of the Committee on Labor and Public Welfare, United States Senate, Ninety-Second Congress, First Session on S.1512).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 25 May 71

Note—242p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Budgets, *Child Development, *Child Welfare, Community Role, *Comprehensive Programs, Day Care Programs, Day Care Services, Expenditures, *Federal Legislation, Kindergarten Children, *Low Income Groups, Parent Education, Physical Health Identifiers—*Project Head Start

This document presents Part Two (pages 433-672) of the joint hearings held May 25 and 26, 1971 before two subcommittees of the Committee on Labor and Public Welfare. The hearings were designed to amend the Economic Opportunity Act of 1964 to provide for a comprehensive child development program in the department of Health, Education and Welfare and related bills. Part Two includes a chronological listing of witnesses and an alphabetical listing of statements. Additional information consisting of 6 articles and publications relating to industry and union sponsored day care, group care for children under three, and kindergarten appears along with copies of communications sent and reprints of two tables pertaining to aspects of budget and expenditures. Part One (pages 1-432, May 13 and 20) is available as PS 005 106. Part Three (pages 673-930, May 27 and June 16) is available as PS 005 108. (WY)

ED 056 767

PS 005 108

Comprehensive Child Development Act of 1971.

Part 3. (Joint Hearings Before the Subcommittee on Employment, Manpower, and Poverty and the Subcommittee on Children and Youth of the Committee on Labor and Public Welfare, United States Senate, Ninety-Second Congress, First Session on S.1512).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 27 May 71

Note—262p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Child Care Workers, *Child Development, *Child Welfare, Community Role, *Comprehensive Programs, Day Care Programs, *Demography, *Expenditures, *Federal Legislation, Fees, Library Services, *Low Income Groups, Mothers, Tables (Data) Identifiers—*Project Head Start

This document presents Part Three (pages 673-930) of the joint hearings held May 27 and June 16, 1971 before two subcommittees of the Committee on Labor and Public Welfare. The hearings were designed to amend the Economic Opportunity Act of 1964 to provide for a comprehensive child development program in the department of Health, Education and Welfare (HEW) and related bills. Part Three includes a chronological listing of witnesses and an alphabetical listing of statements. Additional information on 11 articles and publications relating to child development, Head Start, mothers, and child care is reprinted. Copies of communications sent appear along with selected tables pertaining to children of working mothers, costs and fee schedules, HEW statistics, eligibility of families of working mothers, projects in day care, expenditures and a 1970 census of counties of 500,000 or more. Part One (pages 1-432, May 13 and 20) is available as PS 005 106. Part Two (pages 433-672, May 25 and 26) is available as PS 005 107. (WY)

ED 056 768

PS 005 141

Schachter, Frances And Others

Differences in the Spontaneous Classroom Interpersonal Language of Preschoolers Differing in Intrapersonal Linguistic Effectiveness. Progress Report of Research Studies, September 1, 1969 - April 30, 1970.

Bank Street Coll. of Education, New York, N.Y. Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-4122

Pub Date 30 Apr 70

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasians, *Classroom Observation Techniques, Expressive Language, Factor Analysis, *Language Development, Lower Class, Middle Class, Negroes, Peer Relationship, *Preschool Children, Sex Differences, Social Relations, *Socioeconomic Influences, *Verbal Communication

Identifiers—*Project Head Start

This paper reports findings of a main study and a corollary study designed to clarify the relationship between interpersonal and intrapersonal language by examining the spontaneous classroom interpersonal verbal output of children 4-5 years old in relation to social class and intelligence. The report presents (1) preparation of the data of the main and corollary studies for computer analysis, (2) extensive revision and refinement of the specially designed Functional Category

System (a comprehensive instrument covering all verbal statements of the preschooler), and (3) analysis of the results. Findings from the main study support significant relationships between some IQ effects and some social class effects as indicators of linguistic effectiveness (performance). Ethnicity (black, white) was significant only in interaction with some social class effects. Significant sex effects were noted. The corollary study assessed effects of a school readiness program or a child development program and indicated that, in general, no subjects showed significant pre-post changes in IQ. IQ scores of advantaged children (in accord with their initial selection) remained significantly higher than those of children selected from the two Head Start programs. (WY)

ED 056 769

PS 005 143

Osofsky, Joy D. Oldfield, Susan
Children's Effects Upon Parental Behavior: Mothers and Father's Responses to Dependent and Independent Child Behaviors.

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Pub Date Sep 71

Note—10p.; Paper presented at the 79th Annual Convention of the American Psychological Association, Washington, D.C., September 3-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, Children, Fathers, Females, Middle Class, Mothers, *Parent Child Relationship, Positive Reinforcement, *Preschool Children, *Reactive Behavior, Verbal Communication
Identifiers—Dependent Behavior, Independent Behavior

A primary purpose of the present study was to further investigate the effects of children upon parents in order to gain a better understanding of the interactional relationship between parents and children. Subjects were 42 middle and upper-middle class parents and their daughters. Mothers and fathers were first observed separately with their child in structured and unstructured interaction situations. Each parent was also interviewed separately concerning child-rearing attitudes and behaviors. Interviews were videotaped. As predicted, children's task behaviors (both dependent and independent) resulted in different parental responses. Mothers and fathers interacted more, both verbally and physically, when the children acted dependent. Fathers seemed to reinforce daughters' dependent behaviors more than mothers did, but were less controlling than mothers when the child acted dependent. The differences in parental response may relate to parents' differential involvement or expectations for their children. Whatever the explanation, both mothers and fathers should be studied directly to gain understanding of the similarities and differences in parental behavior and the parent-child relationship. [Filmed from best available copy.] (Author/MK)

ED 056 770

PS 005 152

Filep, Robert T. And Others
Sesame Street Viewing Volunteer Training Manual.

Institute for Educational Development, El Segundo, Calif.

Spons Agency—John and Mary R. Markle Foundation, New York, N.Y.

Pub Date 27 Jul 71

Note—81p.

Available from—Institute for Educational Development, 999 North Sepulveda Blvd., El Segundo, California 90245

Document Not Available from EDRS.

Descriptors—*Educational Television, Instructional Materials, *Leaders Guides, Learning Activities, Parent Participation, Physical Facilities, *Preschool Children, *Preschool Programs, Safety, Scheduling, Television Viewing, *Volunteers

Identifiers—Sesame Street

This guide was prepared to aid volunteers working with preschool children who view the television program, "Sesame Street". The suggestions in this booklet grew out of a study called the "Sesame Mother Pilot Project," conducted in 1970-71 by the Institute for Educational Development. This guide is divided into nine main parts: what "Sesame Street" is all about, you and the children, ways of organizing viewing sessions, arranging the viewing area, involving parents and

children in your viewing group, suggestions for volunteers, "Sesame Street" goals, sample games and suggestions, and recruiting material. (Author/AJ)

ED 056 771

PS 005 162

Washington, Ernest D. And Others
Achievement Components of Stanford-Binet Performance.

Pub Date [69]

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Curriculum, Development, Disadvantaged Youth, *Preschool Children, *Preschool Curriculum, Skill Development, *Task Analysis, Testing, *Test Results, *Tests

Identifiers—*Stanford Binet

A curriculum was devised by working backward from Stanford-Binet items to specification of a universe of content for which the Stanford-Binet could serve as a content-valid achievement test. It was reasoned that this curriculum should home. This curriculum was tested on 20 4-year-old disadvantaged children in Champaign-Urbana, Illinois. The program was conducted for eight months, two hours daily, with a teacher-pupil ratio of one-to-five. The Stanford-Binet was administered four times during the experiment, curriculum content and procedures being modified in the light of results. The Wechsler Preschool and Primary Scale of Intelligence (WPPSI) was administered at the beginning and end as a control measure for non-specific effects on IQ. Total IQ gain was 13 points on the Stanford-Binet—no better than that achieved previously with the highly structured programs which made no effort to teach Binet-related content. Gain from the WPPSI turned out to be of the same magnitude, thus indicating that the gains were in no wise test-specific. These results were taken as indicating that there was not a close relationship between curriculum content and intelligence test performance, leaving open the possibility that what accounted for the non-trivial part of the IQ gain might have been the accelerated acquisition of certain basic thinking skills. (Author/MK)

ED 056 772

PS 005 164

Williams, John E.
Preschool Racial Attitude Measure II (PRAM II): Technical Report #1: 1970-71 Standardization Study.

Wake Forest Univ., Winston Salem, N.C. Dept. of Psychology.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 71

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age, Caucasians, Identification (Psychological), Lower Class, Middle Class, Negroes, *Preschool Children, *Racial Attitudes, Sex Differences, *Standardized Tests, Tables (Data), *Testing, *Test Reliability
Identifiers—PRAM II, Preschool Racial Attitudes Measure (PRAM)

This report provides detailed technical information concerning the Preschool Racial Attitude Measure II (PRAM II) a method for assessing the attitudes of pre-literate children toward light- and dark-skinned individuals. Several major changes were involved in the PRAM II revision: (1) the length was doubled, (2) the general artistic quality of the stimulus materials was improved and differential hair color of the figures was removed, and (3) the revised measure can be used to test both sex-role and racial identification. Information provided in the report includes a brief summary and bibliography of studies done using the PRAM I procedure; a description of the PRAM II test materials; descriptions of the subject groups and procedures employed in the 1970-71 standardization study; a summary of the findings of this study; and some general comments on the current status of the PRAM II procedure. Appendixes included. (Author/AJ)

ED 056 773

PS 005 167

Harris, Susan Braun, John R.
Self-Esteem and Racial Preference in Black Children.

Pub Date [71]

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Students, Lower Class, Middle Class, *Negroes, *Racial Attitudes, Racial Factors, *Self Concept, Sex Differences

Identifiers—Piers Harris Childrens Self Concept Test

This study investigated the interrelation of self-esteem and racial preferences in black children. The following hypotheses were generated: (1) subjects with impaired self-concepts will be more outgroup oriented than those with unimpaired self-concepts, (2) white preferences will be greater among middle class than among lower class black children, and (3) black males will show greater white preference than black females in their choice of a black or a white puppet on each of the racial preference statements. Subjects were 60 black girls and boys, 7-8 years old, from middle class and lower class interracial schools. The instrument used to measure self-esteem was the Piers-Harris Children's Self-Concept Test. An instrument adapted from the Clark and Clark dolls test assessed racial preference. Findings indicate a significant relationship between self-esteem and racial preference. The majority of the black children preferred the black puppet in the racial preference test. No significant difference between social class or sex of subjects was found. (Author/AJ)

ED 056 774

PS 005 172

Greenglass, Esther R.
Effects of Age and Prior Help on "Altruistic Lying".

Pub Date 71

Note—26p.

Available from—Esther R. Greenglass, Department of Psychology, York University, Downsview, Ontario, Canada
Journal CIt—Journal of Genetic Psychology; (in press, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Caucasians, *Ethics, Grade 2, Grade 6, *Helping Relationship, Middle Class, *Peer Groups, *Peer Relationship, Social Behavior

Identifiers—Altruistic Lying

This study examines the extent to which the younger (8 years old) and preadolescent (12 years old) child engage in altruistic lying for a peer who is dependent on the child for help in the form of lying behavior. Subjects were 56 Canadian, white, middle class boys. An ostensible peer gave half of the subjects help in winning a prize. The other 28 boys were refused help. One-half of the subjects in both help and refused-help conditions were 8 years old; the other half were age 12. The peer informed each subject individually that he had committed an accidental transgression and asked the subject not to tell the experimenter about it. When questioned about the accident, 12-year-olds who had received help from the peer were more willing to lie and thereby deny any knowledge of the accident than were 8-year-olds who had also received help. No differences in lying behavior were found between 8-year-olds and 12-year-olds after they had been refused help by the peer. (Author/MK)

ED 056 775

PS 005 173

Katz, Phyllis A.
Stimulus Predifferentiation and Racial Attitude Change in Children.

Pub Date Sep 71

Note—11p.; Paper presented at the 79th Annual Convention of the American Psychological Association, Washington, D.C., September 3-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Caucasians, *Grade 2, *Grade 6, Negroes, Perception, *Racial Attitudes, *Racial Discrimination, *Stimulus Behavior, Tests

Identifiers—Projective Prejudice Test, Social Distance Test

The purposes of this study were (1) to investigate the possibility that children's racial attitudes could be modified by means of stimulus predifferentiation training, (2) to assess the developmental implications of such training, and (3) to assess the relative sensitivity of two different attitude measures to such manipulation. Subjects were 96 black and white children from grades 2 and 6 of an integrated New York City public school. Subjects were pretested and post-tested on two measures: (1) the Projective Prejudice Test, measuring reaction to slides depicting

ambiguous interracial situations; and (2) a Social Distance Index, revealing amount of contact desired with members of black, white and Chinese racial groups. The children were assigned to either distinctive labeling training, perceptual differentiation training, or a control group. Children experiencing distinctive labeling and stimulus pre-differentiation training elicited lower prejudice scores on two indices of ethnic attitudes than did those in a no-label control condition. (Author/AJ)

ED 056 776 PS 005 180

Marland, S. P., Jr.

Educational Telecommunications: The Future is Now.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Commissioner of Education.

Pub Date 19 Oct 71

Note—14p.; Paper presented at the Annual Convention of the National Association of Educational Broadcasters, Miami Beach, Florida, October 19, 1971.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Attitudes, *Educational Improvement, Educational Legislation, *Educational Resources, *Educational Technology, *Educational Television, Expenditure Per Student, Federal Government, Financial Support
Identifiers—Patterns in Arithmetic, Ripples, Sesame Street, The Electric Company

In a speech given at the annual convention of the National Association of Educational Broadcasters, the Commissioner of Education discusses the need to establish educational technology as a resource to be used to effect significant and revolutionary improvement in existing forms of education. With television and other media, teachers can utilize excellent programming in the classroom at a relatively low cost, an important asset because the rising costs of education have occurred at the same time that the public is demanding more individualized and personalized instruction. Educational TV is expensive but because of the wide viewing audience the actual cost per child of a program list "Sesame Street" is one cent per child per hour. "Electric Company," "Ripples" and "Patterns in Arithmetic" are among other educational TV programs cited. Also discussed are future Office of Education plans for advancing the cause of educational telecommunications. (MK)

ED 056 777 PS 005 186

Barcus, F. Earle

Romper Room: An Analysis.

Boston Univ., Mass. School of Public Communication.

Pub Date Sep 71

Note—38p.; Prepared for Action for Children's Television

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activities, Cartoons, *Commercial Television, Games, Instruction, *Preschool Children, *Programming (Broadcast), *Publicize, Tables (Data), Toys

Identifiers—*Romper Room

Video-tape recordings of the Romper Room program carried by TV station WEMT, Bangor, Maine were examined in an attempt to classify and describe various program elements. Tapes were monitored to obtain descriptions of program activities and to focus on some of the commercial announcements. For the total week studied, more than one-third (36%) of all program time was spent in "toy play" which involved playing with, demonstrating, or exhibiting various brand-name manufactured toys in other than identifiable commercial announcements. Lessons were the second most frequent activity, followed by cartoons, games played without the aid of toys, reading aloud to children and miscellaneous talk by the hostess. Approximately 81 per cent of all time was "live" from the studio, with the remaining 19 per cent devoted to recorded material, comprised of film, cartoons, filmed commercials and credits. Formal commercial product announcements and program promotion ranged from 7 to 11 per cent of total time on various days and averaged to 9 per cent for the week. However, if one includes toy play, in which toy products were prominently displayed and demonstrated, as well as commercial credits, plus all formal commercial announcements, then 47 per cent of the time for the week was devoted to commercial content. All of the toys which could be identified by manufacturer

were Hasbrow or Romper Room toys. This pattern seems too outstanding to be mere coincidence. The author concludes on the basis of the data of this study, that a major purpose of the program is to promote its toy products. A related study is EM 009 321 announced in RIEFEB72. (Author/MK)

ED 056 778 PS 005 187

Barcus, F. Earle

Description of Children's Television Advertising.

Boston Univ., Mass. School of Public Communication.

Pub Date 10 Nov 71

Note—14p.; Paper presented at the meeting of the Federal Trade Commission, Hearings on Modern Advertising Practices, November 10, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activities, Animation, *Children, *Commercial Television, Content Analysis, *Programming (Broadcast), *Television Commercials

Identifiers—Romper Room

This paper is a report of two studies which were conducted on children's television. The first, "Saturday Children's Television," is a content analysis of programming and advertising matter on four Boston commercial TV stations. The second, "Romper Room, An Analysis," focuses on that program's commercial practices. The first study involved the video-taping of 18 3/4 hours of programming taken over four Saturdays. The analysis provides: (1) an overall description of program materials; (2) discussion of specific aspects of the programs (violence, laugh tracks, etc.); and (3) a statistical description and discussion of commercial messages. The "Romper Room" study was drawn from tapes of one week's programs, 45 minutes per day. The analysis centered around (1) the amount of program time spent in displaying brand name toys; (2) time devoted to other activities; (3) time devoted to commercial announcements; (4) extent to which hostess gave commercials herself; and (5) extent of advertising of Romper Room-Hasbrow toys. This study revealed that 45 percent of the program for the week was devoted to commercial promotion of its own products. (Author/AJ)

ED 056 779 PS 005 195

Serafica, Felicissima C. Uzgriz, Ina C.

Infant-Mother Relationship and Object Concept.

Pub Date 3 Sep 71

Note—12p.; Paper presented at the 79th Annual Convention of the American Psychological Association, Washington, D.C., September 3-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, Caucasians, *Concept Formation, *Infants, *Parent Child Relationship

Identifiers—Object Concept

The aims of this study were: (1) to specify who the infant-mother relationship evolves, and (2) to demonstrate how the development of object concept affects the evolution of that relationship. Subjects were 19 male and 17 female Caucasian infants from 4 to 12 months of age. The development of an interpersonal relationship was assessed through the use of controlled interaction situations with an adult stranger and identical situations with infants' mothers. Situations included imitative play and speech, creating a stress situation, and leaving and entering the room. Results indicate that the infants did exhibit differential responsiveness towards their mothers versus a stranger. Findings also show that when the infant solidifies his notions of object permanence and becomes capable of inferring the mother's location from a series of visible displacements, maintaining proximity contact and/or interaction with the mother becomes less crucial. The acquisition of object permanence facilitates the ordering of experiences. Simultaneously, the infant's perception of regularities in the mother's appearance and behavior contributes to his imbuing her with the quality of permanence through time and space. It seems highly probable that it is this reciprocity or mutual influence which characterizes the relationship between development of the infant-mother relationship and object concept development. (Author/MK)

ED 056 780 PS 005 199

Study on the Interactions of Nutrition and Infection. Progress Report 1970-71.

Narangwal Rural Health Research Centre (India).

Pub Date 71

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Demography, *Disease Control, *Early Childhood, Family Involvement, Health Personnel, *Health Programs, Health Services, Longitudinal Studies, *Nutrition, *Public Health, Sex Differences, Social Class, Statistical Data, Tables (Data)

Identifiers—*India

This document reports progress made by the Narangwal Rural Health Research Center in understanding the interactions of nutrition and infection in India. As part of a longitudinal study, 11 Punjab villages were divided into groups and received health care, nutritional supplements or a combination of both. A control group received only symptomatic care. The health care program was aimed primarily at preschool children (0-3 years) and pregnant women. Prenatal and postnatal preventive programs, immunization, and on-the-spot curative care were provided. Two pilot projects stressing community participation were begun. Pilot project goals were to operate village feeding centers and to arrange for day care services during the harvesting season. Preliminary findings suggest that morbidity has been reduced in the groups of villages receiving combined care. However, data on the community participation projects is not yet complete. Longer periods of observation are needed before substantial conclusions can be drawn. Charts and tables comprise over half of the document. (WY)

ED 056 781 PS 005 228

Oden, Sherrie Lee

Internal-External Locus of Control and Creativity.

Pub Date 71

Illinois Univ., Urbana.

Pub Date 71

Note—43p.; Paper submitted in partial fulfillment of the requirements for the degree of Master of Science in Education in the Graduate College, University of Ill., 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Creative Ability, *Creativity, *Creativity Tests, *Grade 2, *Kindergarten Children, *Personality, Sex Differences, Tables (Data)

Identifiers—Bialer Locus of Control Scale, Control Perception

This study which involved 60 kindergarten and 69 second grade students sought to identify a significant relationship between internal control perception and creativity. Internal control refers to the perception of positive and/or negative events as being a consequence of one's own actions and thereby under personal control. The Bialer (1961) locus of control scale and two creativity measures (Instances and Uses) adapted from Wallach and Kogan's (1965) creativity tasks were employed to test fluency, uniqueness and flexibility. The results do not present a clear pattern of findings. For all female subjects (particularly second graders) internality correlated with creativity as measured by the Instances creativity measure. For male kindergarten subjects, low internality correlated with creativity as measured by the Uses creativity measure. It cannot be concluded that all internals share creativity as a behavioral competency. Tables and appendices provide facsimiles of measures used as well as additional questionnaires and creativity measures. (Author/MK)

ED 056 782 24 PS 005 326

Kremer, Barbara, Comp.

Parent Education: Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources; Office of Child Development (DHEW), Washington, D.C.

Bureau No—BR-0-0288

Pub Date Oct 71

Contract—OEC-0-70-2623(519)

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Comprehensive Programs, Day Care Programs, Developmental Programs, Disadvantaged Groups, *Early Childhood, Educational Programs, Home Programs, Home Visits, Language Development, Mothers, Parent Child Relationship, *Parent Education, *Parent Participation, *Preschool Programs

This bibliography has been compiled to alert educators to parent education documents found in the ERIC microfiche collection and in journal literature. Abstracts of selected documents have been taken from "Research in Education (RIE)" and journal article citations from the "Current Index to Journals in Education (CIE)". Included are published and unpublished studies on parent education which fall into two categories: training for parents of children from infancy to 3 years of age, and education for parents of preschool children. Some of these programs involve group meetings, or training sessions outside the home; others involving regular visits to the home by a teacher or paraprofessional who works with the parent and child on an individual basis. Also included are abstracts of documents suggesting specific activities for intellectually stimulating children at home, and a section concerned with establishing and running educational day care centers. A separate section is devoted to abstracts of studies concerned with the Appalachian Educational Laboratory Projects. (Author/AJ)

RC

ED 056 783 RC 005 650

Stout, Irving W. Pratt, Wayne T.
Proposed Basic Policies - Borrego Pass School. A Statement of Intent for the Purpose of Contracting with the BIA for the Operation of Our School.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.

Pub Date 71
Note—99p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Boards of Education, *Day Schools, *Educational Policy, Federal Laws, Legal Problems, Personnel Policy, Rural Schools, *School District Autonomy, State Laws, State Standards

The recommendations and decisions identified in this document are the decisions of the Borrego Pass, New Mexico, School Board. The board was assisted by consultants who researched both the Bureau of Indian Affairs (BIA) and public school practices in the various phases of elementary school operations. Generally, the following format is followed in the document concerning each area of school operation: (1) Federal law, regulation, and/or BIA practice; (2) New Mexico law, regulation, and/or Gallup-McKinley County school practice; and (3) the proposed policy of the Borrego Pass School Board. Areas of school operation covered are administrative services (e.g., construction, maintenance, transportation, certification, recordkeeping, and budgeting); program services (e.g., accreditation, bilingual instruction, guidance, preschool and adult education, and summer school); and support services (e.g., health services, food policies, and social services). The statements are not all-inclusive but are intended only to introduce school board members to the kinds of policy decisions that must be made when a local school board takes over full or partial control of a BIA school. Included are 31 relevant appendices. (LS)

ED 056 784 RC 005 662

Arizona Commission of Indian Affairs. Annual Report, 1970-1971.

Arizona Commission of Indian Affairs, Phoenix.

Pub Date 7 Sep 71

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, *American Indians, *Annual Reports, Demography, *Economic Development, *Educational Development, Employment, Government Role, Health Programs, Services, *State Programs, Welfare

Identifiers—Arizona

The Arizona Commission of Indian Affairs, in its annual report for 1970-71, lists the tribes and their populations, the commission's membership, and legislative advisory committee and consultants. As noted, projects completed in 1970-71 included the printing and distribution of the 1971 tribal directory and other materials published by the committee, taking photos of all tribal chairmen for release to the news media, and compiling the bi-annual Indian legislative digest. Goals and objectives of the commission are included in the report in terms of economics, education, man-

power, health, safety and justice, natural resources, general government, and transportation. The appendix contains reports from cooperating state and Federal organizations and is divided into 5 general areas: economics, education, employment, health, and welfare. A related document is ED 047 859. (LS)

ED 056 785 RC 005 679

Valenzuela, Alvaro Miguel

The Relationships Between Self-Concept, Intelligence, Socio-Economic Status and School Achievement Among Spanish-American Children in Omaha.

Pub Date Aug 71

Note—64p.; Thesis submitted to University of Nebraska, Omaha Nebraska.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Anglo Americans, Comparative Testing, Correlation, Equal Education, Expectation, *Grade Point Average, *Intelligence Quotient, Norm Referenced Tests, Secondary School Students, *Self Concept, *Socioeconomic Status, *Spanish Americans, Statistical Studies

Identifiers—Nebraska

The purpose of this 1971 study was to see if there was sufficient evidence at South High School of the Omaha Public School District to support any of the following hypotheses: (1) controlling for intelligence quotient (IQ) and socioeconomic status (SES), Spanish American children have a significantly lower self-concept than Anglo children; (2) controlling for IQ and SES, Spanish American children have a significantly lower grade point average (GPA) than Anglo children; (3) self-concept is related in a positive and significant way with IQ and SES; and (4) self-concept is positively and significantly correlated with GPA. Self-concept was measured by the Tennessee Self-Concept Scales; SES was assessed via the Index of Status Characteristics; GPA was taken from the last 2 consecutive semesters for each student; and IQ was taken from school records. Spanish American and Anglo 10th, 11th, and 12th graders (n=40) were matched for high or low SES as well as for high or low IQ, and 5 children from each ethnic group were drawn from each of the 4 resulting classifications: high SES, high IQ; high SES, low IQ; low SES, high IQ; and low SES, low IQ. To determine the significance of the difference between the Spanish American and Anglo groups (hypotheses 1 and 2 above), the t-test was used; the index of correlation between variables (hypotheses 3 and 4 above) was established by the Pearson product-moment. None of the 4 hypotheses was adequately sustained to conclude that any of them held. (BO)

ED 056 786 RC 005 681

Chefurka, P. M. Simons, George

University "Headstart" for Indian Students.

Pub Date 71

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, College Housing, *Evaluation, Fringe Benefits, *Higher Education, Orientation, Planning, Recreation, *Secondary School Students, *Student Employment, Summer Programs, Tables (Data), Wages

Identifiers—Canada

In order to help orient Indian students to the facilities and opportunities available at an institution of higher learning, the following program was developed at the University of Western Ontario. First, letters were circulated to departmental chairmen and faculty members asking them to write a paragraph describing each summer job that could be done by a bright grade 12 or 13 student (the department would pay part or all of the student's wages or an attempt would be made to find the money elsewhere). One the number of jobs was ascertained, letters were sent to Indian Affairs counsellors who were to recruit Indian students having plans to attend a university or community college in the fall. Initially, the students were asked to indicate their main interest and departmental preference at the university. After sufficient positions had been committed, a list of job descriptions along with an interview application was mailed to the students. Students selected to take part in the project were notified to come to the university (travel fare and lodging were provided) where they were interviewed by professors representing the student's first and/or

second departmental choice. All students were then placed. During the summers of 1969 and 1970, 27 students participated. Generally, students' reactions to the program have been positive. (LS)

ED 056 787 RC 005 682

Texas Small Schools Project, 1969.

Texas Small Schools Project, Austin.

Spons Agency—Texas Education Agency, Austin.

Div. of Administration Services.

Pub Date Mar 70

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Correspondence Courses, *Educational Innovation, Instructional Media, Interagency Cooperation, *Program Evaluation, *Regional Cooperation, School Visitation, *Small Schools, *State Programs, Teacher Aides, Team Teaching, Testing Programs

Identifiers—Texas

An historical overview of the Texas Small Schools Project (TSSP) from 1960 to 1969 precedes a discussion of statewide, regional, and school activities conducted with TSSP assistance: summer workshops, the testing program, and TSSP staff visitation at the statewide level; inservice training, talented-youth seminars, and health careers programs at the regional level; and multiple classes, flexible schedules, programmed instruction, student aides, and nongraded elementary classes at the school level. In addition, the TSSP's 119 member schools (1-12) are collectively described, and the 20 regions are delineated (their boundaries coincide with those of Texas' 20 Education Service Centers). A conclusion presents evaluations and recommendations for the TSSP, and an appendix contains 3 charts on standardized test results for 7th, 9th, and 11th graders in the TSSP schools compared to results from students in the Texas schools generally. Related documents are ED 019 149, ED 033 807, and ED 036 350. (BO)

ED 056 788 RC 005 683

Larson, Wayne L.

A Comparative Analysis of Indian and Non-Indian Parents' Influence on Educational Aspirations, Expectations, Preferences and Behavior of Indian and Non-Indian High School Students in Four High Schools.

Montana State Univ., Bozeman. Montana

Agricultural Experiment Station.

Spons Agency—Department of Agriculture,

Washington, D.C.

Report No—AES-Bull-660

Pub Date Oct 71

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Aspiration, *American Indians, *Anglo Americans, *Expectation, Family Income, *Family Influence, High School Students, Rural Youth, Socioeconomic Status, Student Attitudes, Tables (Data)

The major objective of this study was to ascertain which of the eligible persons most influenced students' educational aspirations, expectations, and potential performance. Information on educational aspirations and expectations of 119 Native Americans and 304 non-Indian youth attending 4 small rural high schools in Montana was obtained by questionnaire. Findings showed that parents are perceived to have the most influence on students' school work and that siblings are next important. Data also indicated variations in choice of most influential parent in terms of ethnicity, residence, sex, and level of family income. Differences between Indian students and non-Indian students are not as great as differences between low- and high-income students in either ethnic group. A related document is RC005684. (LS)

ED 056 789 RC 005 684

Larson, Wayne L.

A Comparison of the Differential Effect of Ethnicity and Perception of Family Income on Educational Aspirations, Preparation and Parental Influence-Attempts of Indian and Non-Indian Students in Four Rural High Schools in Montana.

Montana State Univ., Bozeman. Montana

Agricultural Experiment Station.

Spons Agency—Department of Agriculture,

Washington, D.C.

Report No—AES-Bull-659

Pub Date Oct 71

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Aspiration, *American Indians, *Anglo Americans, *Expectation, *Family Income, Family Influence, High School Students, Rural Youth, Socioeconomic Status, Student Attitudes, Tables (Data)

Purpose of the study was to investigate the relative impact of family income on the level of educational aspirations and expectations of high school students. Information on educational aspirations and expectations of 119 Native Americans and 304 non-Indian youth attending 4 small rural high schools in Montana was obtained by questionnaire. It was found that 9% fewer Indians than non-Indians aspired to attend 4 years of college, and 10% fewer Indians than non-Indians expected to attend 4 years of college. When grouped by family income, 48% of the high-income Indian students held aspirations for a college degree, but only 33% held the same expectations. Comparable percentages for high-income non-Indian students were 61% and 54%, indicating greater goal deflection among Indian students. There was little difference between the educational aspirations and expectations of low-income Indian and non-Indian students. A related document is RC005683. (LS)

ED 056 790 RC 005 685

Nelson, Joel I.

Educational Aspirations in Minnesota: Rural-Urban Comparisons.
Minnesota Univ., St. Paul. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—AES-Bull-502

Pub Date 71

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Aptitude, *Academic Aspiration, *Community Size, Grade 11, Questionnaires, Research, *Rural Urban Differences, Sex Differences, *Social Class, Socioeconomic Status

Identifiers—Minnesota

The purpose of this 1967 study was to compare rural-urban differences in the academic aspirations held by some 6000 Minnesota high school juniors. Criteria for determining the college plans of adolescents were taken from responses to the question "What further schooling do you plan after high school?" Those selecting the alternative "college or university" were classified as aspiring to a higher education. The standard procedure for distinguishing rural and urban areas according to community size was used, while socioeconomic status was determined by the amount of education attained by the parents. To test for the relative achievement potential of rural and urban adolescents, scores derived from the Minnesota Scholastic Aptitude Test were used. It was revealed that neither intelligence, rank, school size, nor satisfaction accounted for aspirational differences across community categories. These data suggest that a conception of academic opportunity, on which much of the analysis was based, may not be the most profitable way to examine aspirational differences with respect to community size. (LS)

ED 056 791 RC 005 688

Citizens Plus.

Indian Chiefs of Alberta.

Pub Date Jun 70

Note—10p.

Available from—Indian Association of Alberta, Room 203, Kingsway Court, 11710 Kingsway Ave., Edmonton 19, Alberta, Canada (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Acculturation, *American Indians, Cultural Awareness, *Cultural Factors, Dropouts, *Economic Development, *Educational Development, *Federal Legislation, Government Role, Local Government, Objectives, Reservations (Indian), School Policy, Social Discrimination

Identifiers—Canada

The Indian Chiefs of Alberta prepared this document in response to the Canadian government's "White Paper on Indians." Basically the White Paper was an attempt to transfer ownership of the land to individual Indians and the management of Indian Affairs from the federal to the provincial governments. In the present paper, the Indian Chiefs of Alberta, representing the Treaty Indians, set forth their case for the treaty rights granted them and ask that the federal government continue to recognize the treaties.

The chiefs suggest programs in economics, health, and education that would aid in the fulfillment of the federal government's responsibilities. (LS)

ED 056 792 24 RC 005 690

Thornburg, Hershel D.

An Investigation of Attitudes Among Potential Dropouts from Minority Groups During Their Freshman Year in High School. Final Report.

Arizona Univ., Tucson.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No.—BR-0-1-111

Pub Date Sep 71

Contract—OEC-9-71-0002(057)

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anglo Americans, Cultural Factors, *Dropout Attitudes, *Grade 9, *Minority Groups, Questionnaires, Research, *Self Concept, Sex Differences, Social Factors, *Student Characteristics, Team Teaching

Because of high dropout rates and high minority concentrations within the Casa Grande, Arizona, Union High School District, a new program assigned to hold students in school and to shift their attitudes toward school and self was instituted during the 1968-69 academic year. The program focused on giving special consideration to core courses, English and math, in a team-teaching situation. The 43 ninth-graders selected to participate in the program represented their ethnic groups as follows: (a) Anglo, 30.6%; (b) Mexican American, 39.4%; (c) American Indian, 18.1%; and (d) Black, 11.9%. In respect to the first objective, 6.9% of these students dropped out of school compared to 18% of the vocationally placed students and 8.1% of the regular classroom students; absenteeism rate for the special academic group was 4.5%, compared with 9.5% among the vocational students and 4% among the regular academic students. On an "attitudes toward school" scale on a pre-test basis, the special academic students had a mean of 76.3, compared to 75.9 for vocational students and 78.2 for regular classroom students. When given an alternate-form "attitudes toward school" scale as a post-test, the special students' mean was 77.4, compared to 74.3 for vocational students and 75.1 for regular classroom students. Covariance analysis indicates that the produced change in attitudes toward school was significant beyond the .01 level. The obtained F, with degrees of freedom 2 and 281, was 5.0. This indicates that differential change in attitudes did occur. (Author/LS)

ED 056 793 24 RC 005 692

Loveless, Austin G.

Utah Integrated Shop Program. Final Report.

Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No.—BR-6-03046

Pub Date Jul 71

Grant—OEG-4-7-063046-1612

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Building Trades, Drafting, Educational Innovation, *High Schools, Metals, Power Mechanics, Program Effectiveness, *Program Evaluation, *Rural Schools, Rural Urban Differences, Safety, School Shops, *Shop Curriculum, *Small Schools, Standardized Tests, Trade and Industrial Education, Vocational Education, Woodworking

Identifiers—Utah

To evaluate the Utah State Board of Education's Integrated Shop Program (ISP) for small rural high schools, 7 ISP schools in their 2nd year (1970-71) of the ISP were compared on 3 measures to 2 selected control schools (small rural high schools that offered vocational agricultural mechanics and industrial arts but did not offer formal courses in drafting or power mechanics). On pre- and post-tests designed for the ISP, 9th and 10th graders in the control schools performed better in the areas of woodwork, building construction, and metal fabrication but did not perform as well in drafting and power mechanics as did students in the ISP schools; the overall average significantly (.05 level) favored the ISP students. On the Cooperative Industrial Arts

Tests, prepared and standardized by the Educational Testing Service, the ISP 9th and 10th graders scored significantly higher (0.5 level) in drawing than the control students but fared the same as the control students in the areas of woods, metals, and electricity/electronics. This test battery was also administered to the 9th-grade industrial arts students at 2 Utah urban junior high schools; these students scored better in all areas than either ISP or control students (significant difference was reached at the .05 level in all areas except woods). On the Stanford Achievement Test—High School Technical Comprehension, 11th- and 12th-grade control students scored higher (but not significantly at the .05 level) than the corresponding ISP students. (BO)

ED 056 794 32 RC 005 693

Factors Affecting Attitudes Toward Education Among Indian High School Students in Phoenix Area Off-Reservation Schools and Mexican-American and Black Students in Phoenix Union High School.

Bureau of Indian Affairs (Dept. of Interior), Phoenix, Ariz.

Pub Date 71

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *American Indians, Analysis of Variance, *Attitudes, Behavior, *Boarding Schools, Cultural Differences, Federal Programs, Mexican Americans, Negroes, Questionnaires, Rural Urban Differences, *Secondary School Students, *Self Concept, Sex Differences, Tables (Data), Tribes

The primary purpose of this study was to determine the relationships among selected characteristics to attitudes held by students relative to various aspects of the educational program at Phoenix Indian High School (PIHS), Sherman Indian High School, and Stewart Indian High School. A secondary part of the study compared Indian students' attitudes to those of Mexican American and Black students at Phoenix Union High School (PUHS), an inner-city school. A 65-item instrument was designed to obtain information pertaining to 5 categories: recreation, teachers, self-concept, home attitudes toward school, and value of education. Included in the sample were 578 PIHS, 385 Sherman Indian High, 356 Stewart Indian High, and 1022 PUHS students. The attitudes of students within Phoenix, Sherman, and Stewart Indian schools were analyzed in terms of school, sex, grade level, tribe, years in public school, years in BIA school, suspensions, and infractions. Treatment of data consisted of extracting the attitude scores by summing the numerical scores assigned to each response. These raw scores were analyzed using 1-way and 2-way analyses of variance. Several significant relationships were revealed. Among them, it was found that students in the 3 Indian schools had positive attitudes, but PIHS students had more positive attitudes toward all 5 categories than did Stewart and Sherman students. PUHS students showed more favorable attitudes toward self than did students from the Indian high schools. The questionnaire is appended. (LS)

ED 056 795 32 RC 005 694

Report of Final Evaluation, ESEA Title I Projects, Fiscal Year 1971.

Bureau of Indian Affairs (Dept. of Interior), Phoenix, Ariz.

Pub Date Sep 71

Note—229p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Affective Objectives, *American Indians, Annual Reports, Bilingual Education, Boarding Schools, Cognitive Objectives, Compensatory Education, Day Schools, Dropouts, Educational Accountability, Educational Development, *Elementary School Students, *Federal Programs, Occupational Guidance, Physical Education, *Program Evaluation, Psychomotor Objectives, Reading, *Secondary School Students, Self Concept

The report addresses itself to the Elementary and Secondary Education Act Title I projects operated via the Bureau of Indian Affairs, Phoenix Area, during fiscal 1971. Projects are classified by components in the cognitive, psychomotor, and affective domains (e.g., reading, physical fitness, and dropout reduction). Within each component, project statistics are fol-

lowed by a discussion of the evaluation results. Because the success of any program is based upon the correction of the problem areas encountered, the chapter containing the summary, conclusions, and recommendations is followed by a discussion of fiscal 1972, which presents specific modifications designed to improve new projects in the Phoenix Area. (LS)

ED 056 796 32 RC 005 695
California Plan for the Education of Migrant Children. Evaluation Report: July 1, 1969 - June 30, 1970.

California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date 70

Note—62p.

Available from—Bureau of Community Services and Migrant Education, Division of Compensatory Education, California State Department of Education, 1500 5th Street, Sacramento, California 95814.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, *Evaluation, Financial Support, Information Dissemination, Interstate Programs, *Migrant Child Education, *Program Descriptions, *Program Effectiveness, Services, *State Programs
Identifiers—California

California's efforts to meet the educational needs of migrant children during the 1970 fiscal year are described in this evaluation report. The California Plan provides (1) supplementary educational services by regional components to migrant children in impacted school districts, (2) particular types of services by multi-regional components, and (3) statewide and interstate activities to assure continuity and coordination of educational services to migrant children. Techniques used to collect subjective data on program effectiveness included questionnaires, opinionnaires, anecdotal records, rating scales, diaries, and interview records. Information was obtained on such factors as teacher attitudes toward migrant children, workshop effectiveness, teacher estimates of pupil growth, effectiveness of paraprofessional personnel, and suitability of materials and methods employed in the programs. It is noted that, of an estimated 80,000 school-aged children defined as migrants, 48,376 received services with 1970 funds. In addition, almost 28,000 migrant children were screened for various health defects, of which 10,607 children received medical treatment. Although no new programs were introduced during the 1970 fiscal year, services were extended to children in an additional 13 school districts. Related documents are ED 020 831, ED 028 009, and ED 053 858. (JH)

ED 056 797 32 RC 005 696
Gonzalez, Nancie L.
The Spanish-Americans of New Mexico: A Heritage of Pride.

Pub Date 69

Note—246p.

Available from—University of New Mexico Press, Albuquerque, New Mexico 87106 (\$7.95)

Document Not Available from EDRS.

Descriptors—Acculturation, Activism, American Indians, Anglo Americans, Cultural Pluralism, Demography, Ethnology, Group Unity, *Inter-group Relations, *Mexican American History, *Mexican Americans, Negroes, Rural Urban Differences, *Sociocultural Patterns, *Spanish Americans, Spanish Culture, Urban Culture, Urbanization
Identifiers—New Mexico

The primary purpose of this book is to present a synthetic account of the sociocultural system of the Spanish Americans in New Mexico. Historical as well as contemporary materials have been used to describe previously existing structures and to illustrate the processes of change. The background study consisted primarily of a systematic review of the literature dealing especially with the social, economic, and cultural characteristics of this population. Some original research of an exploratory nature was conducted concerning topics which seemed to be lacking or under-represented in the available resources. In the document, an attempt is made to describe this culture both as a functioning subsystem and

in relation to the broader society of which it is an integral part. A related document is ED 015 815. (BO)

ED 056 798 32 RC 005 697
American Indians, An Annotated Bibliography of Recommended Resource Materials. Elementary Grades.

San Jacinto Unified School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date 71

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indian Culture, *American Indians, *Annotated Bibliographies, Audiovisual Aids, Books, Childrens Books, *Elementary School Curriculum, Films, Filmstrips, Phonograph Records, *Supplementary Reading Materials, Tape Recordings, Teaching Guides, Transparencies, Workbooks

Prepared by Indians representing many tribes and reservations throughout California, this annotated bibliography on the American Indian was developed with the support of the California Indian Education Association, the Inter-Tribal Council of California, and the American Indian Historical Association. The primary purpose was to provide teachers and educators with a recommended list of appropriate materials on American Indian culture, heritage, and history. Criteria for materials selection centered on the Indian child's self-image, intercultural understanding, and appropriateness for the elementary school child. Containing 257 citations of elementary school library books published between 1884 and 1971, the bibliography also contains lists of films, recordings, workbooks, and teacher guides. All entries are accompanied by appropriate grade level(s). Appended is a list of publishers and their addresses. (BO)

ED 056 799 32 RC 005 698
The Economic and Social Condition of Rural America in the 1970's. Part 2: Impact of Department of Health, Education, and Welfare Programs on Nonmetropolitan Areas. Fiscal 1970.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Secretary.

Spons Agency—Congress of the U.S., Washington, D.C. Senate Committee on Government Operations.

Pub Date Sep 71

Note—101p.

Available from—Superintendent of Documents. U.S. Government Printing Office, Washington, D.C. 20402 (\$0.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Economic Disadvantage, Facilities, *Federal Programs, Government Role, Grants, Industrialization, *Information Seeking, Investigations, Program Coordination, Program Descriptions, *Rural Development, Rural Urban Differences, Services, *Socioeconomic Influences, Urban Areas

Prepared by the U.S. Department of Health, Education, and Welfare (DHEW) for the Senate Committee on Government Operations hearings on S.10, a bill to revitalize rural and other economically distressed areas, this report relates to the impact on nonmetropolitan areas of DHEW programs. The report contains (1) an analysis of the DHEW programs which were included in title IX of the U.S. Department of Agriculture's Rural Report to Congress; (2) a summary of criteria used in determining the development, location, and construction of the DHEW facilities and services; (3) a summary of all current operating services, activities, and programs, especially grant-in-aid programs; and (4) a list of all programs having potential for encouraging distribution of future industrial growth and expansion more evenly throughout the United States. Also included are 3 data tables on metropolitan and nonmetropolitan populations (by state) and 1970 DHEW expenditures (by agency and by state. Part 1 of the series is ED 050 874). (MJB)

ED 056 800 32 RC 005 699
Revitalization of Rural and Other Economically Distressed Areas. Part 1, Hearings Before the Committee on Government Operations, United States Senate, Ninety-Second Congress, First Session on S.10, A Bill to Establish a National

Policy Relative to the Revitalization of Rural and Other Economically....

Congress of the U.S., Washington, D.C. Senate Committee on Government Operations.

Pub Date 71

Note—200p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Demography, *Economic Disadvantage, Educational Opportunities, *Federal Government, *Industrialization, Information Seeking, *Investigations, Manpower Needs, Policy, Program Coordination, Program Planning, Programs, *Rural Development, Urban Areas

Testimony given at the U.S. Senate Committee on Government Operations hearings—held on April 27-28, 1971, in Washington D.C.—centered on bill S.10 which is designed to revitalize rural and other economically distressed areas by (1) establishing incentives for a more even and practical geographic distribution of industrial growth and activity and (2) developing manpower training programs to meet the needs of industry. The hearings focused on 3 primary areas: what rural policies and programs are presently operative; the implementation and degree of coordination taking place within the Government; and what legislative steps can be taken to speed up the process of rural revitalization, making it more lasting and effective while relieving population and industrial pressures on cities. Included in Part 1 are the text of S.10; staff memorandum No. 92-1-13 (purpose, background, and previous hearings on S.10); Resolution H.C.R. No. 16 of the Arkansas State Legislature (endorsement of S.10); statements from 19 senators, consultants, and various state and Federal officials; and 8 exhibits (circulars, information from the Office of Management and Budget, 2 addresses on policy for rural and urban America, and a relevant newspaper article). (MJB)

ED 056 801 32 RC 005 724
Cober, John G.

A Comparison of Adult and Recreational Education Reimbursements as Provided Under the Former Pennsylvania State Subsidy and as Provided by Act 580 and Act 96.

Pennsylvania State Dept. of Public Instruction, Harrisburg.

Pub Date Mar 69

Note—23p; Prepared in the Bureau of Research

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education Programs, *Comparative Analysis, *Educational Finance, Extension Education, School Districts, *School Recreational Programs, *State Aid, State Legislation, Surveys, Tables (Data)
Identifiers—Pennsylvania

The purpose of this study was to compare reimbursement for adult education and for recreational education in Pennsylvania under the former separate subsidy program to the reimbursement provided under Act 580 beginning in 1967-68 and to Act 96 when it is implemented as part of the basic subsidy to school districts. Prior to Act 580, the programs were reimbursed as a separate reimbursement through 1965-66. Act 580 incorporates the expenditures for the programs in the instructional cost, which is used to calculate the basic subsidy to school districts. This document presents the comparison in 2 parts: (1) Adult Education and (2) Recreation Subsidies. Each part contains a background of the problem, objectives, procedures, results, implications, and table(s). (JB)

ED 056 802 32 RC 005 725
Cage, Bob N. And Others

Florida Compensatory Migrant "Learn and Earn" Program: An Evaluation.

Florida State Dept. of Education, Tallahassee; Florida Univ., Gainesville. Inst. for Development of Human Resources.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date Aug 71

Note—134p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Attendance, Attitudes, *Basic Skills, Behavior Change, Cognitive Development, Employment Interviews, Hygiene, Job Training, Mathematics Education, *Migrant Education, *Mobile Educational Services, Oral Communication, Participation, Personality Development, *Prevocational Education, *Program Evaluation, Reading Development, Self Esteem

Identifiers—Florida

Instituted by the Migrant Section, Florida State Department of Education for the 1970-71 school year, the Migrant Compensatory Learn and Earn Program operated 30 mobile units (2 on elementary, 4 on high school, and 24 on junior high school campuses) which housed 4 pre-vocational programs (Hospital, Housekeeping, Auto Tune-up, and Supermarket) on 21 school campuses in 5 Florida counties: Broward, Hillsborough, Orange, Palm Beach, and Polk. For evaluative purposes, pre- and post-test data were collected on this sample of 441 participating students using various instruments, checklists, surveys, and work sample tests ranging from the Peabody Picture Vocabulary Test to teachers' weekly reports. Evaluation revealed that the experimental group generally showed no significant advantage over the control group ($n=353$) in terms of reading comprehension, arithmetic-computation ability, and self-esteem; however, significant positive findings for the experimental group were indicated in the students' participatory ability in conducting oral job interviews and completing job application forms; in 11 of 14 areas of on-the-job work functions; in attendance; and in personal appearance, behavior, relationship to peers, and punctuality. Included in the document are 13 recommendations, 17 tables, and 17 appendixes showing and describing the program and evaluative instrumentation used. (MJB)

ED 056 803

RC 005 726

Serving Migrant Families.

North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date 71

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agency Role, Employment Services, Extension Education, Family Programs, Health Services, *Interagency Cooperation, Mental Health, Migrant Education, *Migrant Workers, *Social Services, *State Programs, Vocational Rehabilitation

Identifiers—North Carolina

Services provided to migratory agricultural workers and their families through governmental and non-governmental agencies in North Carolina are described in this second annual report of the State Advisory Committee on Services to Migrants. Program descriptions are grouped by agency and include eligibility requirements and names of contact persons. Programs and services described are in the areas of education, health, welfare, mental health, employment, and community action. Lists of members of the State Advisory Committee and local advisory committee chairmen are included, and an index of services available to migrants is provided. A related document is ED 044 209. (JH)

ED 056 804

RC 005 727

Nedler, Shari

The Status and Educational Effect of Head Start Programs on Mexican American Children.

Spons Agency—Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Pub Date 70

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Disadvantaged Youth, *Educationally Disadvantaged, English (Second Language), Intellectual Development, *Intervention, Language Development, Language Programs, *Mexican Americans, Parent Participation, Preschool Education, *Preschool Programs, *Research Reviews (Publications), Spanish Speaking

Identifiers—Head Start

Approximately 5 research studies relating to Project Head Start and reviewed in this document disclose a gap in the knowledge base regarding the effectiveness of various intervention strategies implemented with Mexican American children. A survey of findings indicates that programs have varied from community to community and that only general trends can be identified at the present time. Among the findings are (1) experiments in language programs suggest that children benefit from many kinds of language interventions but that a more structured program is generally more effective than an unstructured one; (2) as measured by tests not sensitized to subpopulation variations, children from low-income families perform below middle-class children in cognitive, intellectual, and achievement behavior; and (3) children of parents having a

high level of involvement in Head Start perform better on tests of achievement and development. This review of reported findings has critical implications for future work in the area of early childhood education for the disadvantaged Mexican American child. Major questions remain unanswered regarding characteristics of learner, design and development of replicable instructional programs, training of teachers, and parental involvement and education. A related document is ED 037 778. (JB)

ED 056 805

RC 005 728

Ramirez, Manuel, III

Effects of Cultural Marginality on Education and Personality.

Spons Agency—Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Pub Date 70

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acculturation, *Attitudes, Education, Environmental Influences, *Ethnic Studies, *Literature Reviews, *Mexican Americans, Personality Studies, Research Needs, Socioeconomic Influences, Values

A review of the literature, this report concerns itself with the identification of the Mexican American with his ethnic group as an asset or a liability. Examining the relationship of cultural marginality to education, personality, and attitudes, the author points out a need for additional research in this area (i.e., longitudinal studies concerned with how milieu and socioeconomic class relate to the effects of acculturation on personality and education, and studies of family dynamics). Included are 9 references. (MJB)

ED 056 806

RC 005 729

Palomares, Geraldine Dunne

The Effects of Stereotyping on the Self-Concept of Mexican Americans.

Spons Agency—Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Pub Date 70

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Failure, Anglo Americans, *Culture Conflict, *Ethnic Stereotypes, Expectation, Failure Factors, Identification (Psychological), *Mexican Americans, *Self Concept, Teacher Attitudes

Purposes of this literature review on the Mexican American child were to explore the self-concept, cultural marginality, emphasizing resulting conflict and other effects; the occurrence and effects of stereotyping; and the results of studies undertaken to measure self-concept. Findings included that (1) the manner in which a person is dealt with by "significant others," especially in the early years, is considered to have a great deal to do with that person establishing a satisfactory identity and a positive self-view; (2) Mexican American children have been found to experience ever-present conflicting demands and pressures to do and be at school something other than what they do and are in the subculture; (3) many educators are seen to hold stereotypical views of Mexican American children due to overgeneralization of the literature regarding specific Mexican American populations--this affects the children's performance, as is maintained in the "self-fulfilling prophecy" theory; and (4) due to inconclusiveness of research on the Mexican American child's self-concept, the broadly accepted idea that Mexican American children, as a group, have a negative self-concept is a stereotypical view. Discussion of the review concludes that educators, "by seeing all or most Mexicans as 'fatalistic,' 'unable to delay gratification,' 'lazy,' 'dependent,' 'having negative self-concepts,' etc., and then reflecting these beliefs to the children with whom they deal," are forcing the Mexican American child either to reject the majority culture or to deny what he is. The only recommendation is to research why the Anglo insists on cultural homogeneity. (BO)

ED 056 807

RC 005 730

Finley, Cathaleen

Factors Relating to Program Development with Indian People.

Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No—DCA-69-2

Pub Date 69

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Community Involvement, Community Relations, *Extension Education, Leadership, Negative Attitudes, Power Structure, *Program Development, Program Planning, *Success Factors

Factors contributing to successful extension programs in American Indian communities are presented in this paper. Implications of the professional person's attitude toward Indian people are discussed, and concepts of program development as their application related to Indian communities are explored. Community involvement in program planning is emphasized as the primary prerequisite to developing successful programs. Other considerations include (1) allowing local Indian leadership to function to legitimize the program; (2) knowledge of past programs which are related to the projected program; (3) the time element in relation to employment, climate, and other factors which might affect program participation; and (4) the level of knowledge and background of experiences of program participants. (JH)

ED 056 808

RC 005 732

Frazier, Leslie P.

Outdoor Recreation and Tourism in Kansas; A Survey of Participation and Demand.

Kansas State Univ., Manhattan. Extension Service.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No—MF-208; R-1

Pub Date Aug 69

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Camping, Interviews, Questionnaires, *Recreation, *Recreational Activities, *State Surveys, *Tables (Data), *Tourism

Identifiers—Kansas

The purpose of the survey reported in this document was to gather information on participation and demand for outdoor recreation and tourism in Kansas to serve as a guide for public or private groups and persons interested in providing outdoor recreation and tourist facilities and services. Nonresident travelers in the western part of the state were interviewed from August to October, 1966, by highway patrolmen, other state personnel, members of local chambers of commerce and women's clubs, and others. State residents from Meade, Clark, Gray, Ford, Hodgeman, and Edwards counties were surveyed during the fall of 1966 by randomly selecting Kansas communities, stratifying those selected, and randomly sampling each stratum. Findings are presented, for in-state and nonresident users separately, on past recreational activities over a 12-month period and anticipated recreational activities over the next 12 months. Related documents are RC 005 733 and RC 005 734. (BO)

ED 056 809

RC 005 733

Smythe, Patrick E.

Outdoor Recreation and Tourism in Kansas; A Survey of Participation and Demand.

Kansas State Univ., Manhattan. Extension Service.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No—MF-209; R-2

Pub Date Oct 69

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Camping, Interviews, Questionnaires, *Recreation, *Recreational Activities, *State Surveys, *Tables (Data), *Tourism

Identifiers—Kansas

The purpose of the survey reported in this document was to gather information on participation and demand for outdoor recreation and tourism in Kansas to serve as a guide for public or private groups and persons interested in providing outdoor recreation and tourist facilities and services. Nonresident travelers in the western half of Kansas were interviewed from August to October, 1966, by highway patrolmen, other state personnel, members of local chambers of commerce and women's clubs, and others. State residents from Norton, Phillips, Smith, Graham, Rooks, Osborne, Gove, Trego, Ellis, and Russell counties were surveyed during the fall of 1966 by randomly selecting Kansas communities, stratifying those selected, and randomly sampling each stratum. Findings are presented, for in-state and nonresident users separately, on past activities

over a 12-month period and anticipated activities over the next 12 months. Related documents are RC 005 732 and RC 005 734. (BO)

ED 056 810 RC 005 734

Smythe, Patrick E.

Outdoor Recreation and Tourism in Kansas; A Survey of Participation and Demand.

Kansas State Univ., Manhattan. Extension Service.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No—MF-210; R-3

Pub Date Nov 69

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Camping, Interviews, Questionnaires, *Recreation, *Recreational Activities, *State Surveys, *Tables (Data), *Tourism Identifiers—Kansas

The purpose of the survey reported in this document was to gather information on participation and demand for outdoor recreation and tourism in Kansas to serve as a guide for public or private groups and persons interested in providing outdoor recreation and tourist facilities and services. Nonresident travelers in the eastern half of Kansas were interviewed from August to October, 1966, by highway patrolmen, other state personnel, members of local chambers of commerce and women's clubs, and others. State residents from Clay, Riley, Pottawatomie, Geary, and Wabaunsee counties were surveyed during the fall of 1966 by randomly selecting Kansas communities, stratifying those selected, and randomly sampling each stratum. Findings are presented, for in-state and nonresident users separately, on past activities over a 12-month period and anticipated activities over the next 12 months. Related documents are RC 005 732 and RC 005 733. (BO)

ED 056 811 RC 005 735

Smythe, Patrick E.

Requirements for Outdoor Recreation (Sports and Games).

Kansas State Univ., Manhattan. Extension Service.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No—MF-213

Pub Date Oct 69

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Planning, *Community Recreation Programs, *Facility Guidelines, Facility Requirements, Field Houses, Games, Leisure Time, *Physical Recreation Programs, Recreational Activities, *Recreational Programs, Site Analysis, Space Utilization

To serve communities interested in starting recreation programs, various factors influencing the use of recreational facilities (such as income, education, age, and occupation) are examined; 4 community prerequisites for running a successful recreation program (a legally constituted, local managing authority; indoor and outdoor facilities; professional paid leadership; and sufficient money to run a program) are discussed; standards for various types of recreational facilities (such as radius of area to be served by a children's playlot and acres needed per 1000 population) are presented; and requirements for multiple recreation areas (children's playgrounds, neighborhood parks, and youth and adult playfields) are analyzed in terms of age group to be served, size of area, location, facilities, apparatus, and games and sports to be supported. (BO)

ED 056 812 RC 005 736

De Hoyos, Genevieve

Mobility Orientation and Mobility Skills of Youth in an Institutionally Dislocated Group: The Pima Indian, Indian Affairs (No. 5).

Brigham Young Univ., Provo, Utah. Inst. of American Indian Studies.

Pub Date 71

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Aspiration, Acculturation, *American Indians, Boarding Schools, Cultural Factors, Cultural Pluralism, Culture Lag, Dropouts, Educational Disadvantage, *Family (Sociological Unit), *Occupational Aspiration, Public Schools, Religious Factors, Research, Rural Youth, Secondary School Students, *Social Disadvantage, Statistical Analysis, Student Adjustment Identifiers—Pimas

The main thesis of this study is that the failure of the American Indian to achieve social and economic integration in American society during a century of reservation life, and specifically the failure of the Indian family to prepare its youth to face the competitive expectations of the other social institutions, is directly related to the dislocation of the institutional life on the reservation. In order to test this thesis empirically, 439 Pima students' (grades 7 through 12) projections of status mobility for education and occupation were ascertained. It was revealed that some aspects of the mobility orientation of Pima youth are high while others are low. Educational aspirations are especially high; occupational aspirations are lower; the materialistic value-orientations are particularly low; the pro-Anglo orientation is not high enough when it is considered that most of the opportunities for social mobility are outside the reservation; and it would appear that the Pima family is not able to acquire and pass on the mobility skills needed to achieve social mobility in the Anglo society. (LS)

ED 056 813 RC 005 737

Klemer, Richard H. Kivett, Vira R.

Information and Services Obtained and Desired by Parents of Adolescents.

North Carolina State Univ., Raleigh. Agricultural Experiment Station; North Carolina Univ., Greensboro. School of Home Economics.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No—Tech-Bull-199

Pub Date Feb 71

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, Child Development, *Child Rearing, *Information Needs, Information Services, Information Sources, *Mother Attitudes, Parental Background, Parent Education, Question Answer Interviews, *Rural Areas, Rural Youth, Tables (Data) Identifiers—North Carolina

The 3 main objectives of this study, the fourth and final phase of an investigation to determine the information and services obtained and desired by rural parents during 4 stages of child rearing, were to determine: (1) the sources from which parents of adolescents received information and services regarding child care and development; (2) the types of information and services received; and (3) the types of sources of information for which parents expressed a need. Forty-five free-recall and forced-choice questions were asked of 408 rural mothers of children aged 13 to 19 selected at random from school records from a 3-county area in North Carolina. Included among the findings were the following: that reading materials, the school, and the church were the most frequent sources of assistance to mothers in rearing their adolescents; reading was a more common practice among the better educated mothers; poorer educated mothers showed little initiative or desire to contact the school for assistance; mothers in general exhibited little concern for their adolescents' sexual development, yet the types of publications the mothers would most like to receive were related to dating and marriage; and the social concern most prevalent among mothers was youth's irresponsibility. A related document is ED 029 109. (JB)

ED 056 814 RC 005 740

Tatum, W. Hugh And Others

Mississippi Statewide Comprehensive Outdoor Recreation Plan.

Mississippi Research and Development Center, Jackson.

Spons Agency—Department of the Interior, Washington, D.C. Bureau of Outdoor Recreation; Mississippi State Park System, Jackson.

Pub Date Dec 69

Note—205p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Demography, Land Use, *Natural Resources, *Recreation, *Recreational Facilities, *Rural Development, State Recreation Legislation, *Statewide Planning, Water Resources

Identifiers—Mississippi

Objectives of the official comprehensive outdoor recreation plan for the State of Mississippi are (1) to guide recreational development in Mississippi in an orderly fashion on a statewide level; (2) to survey public, semipublic, commercial, and private outdoor recreational opportunities; (3) to determine recreational needs for meeting present

and future demand; (4) to develop minimum standards for recreational development; and (5) to develop a 5-year action program for acquisition and development of lands and waters. The plan has encompassed (1) examination of planning objectives, legal authority to participate in the Land and Water Conservation Fund Program, participation in the planning process, and coordination with related plans and programs and (2) description of state delineation of recreational responsibilities and special problems. Demand, supply, needs, and the program for implementation are the primary elements of the plan and are treated in detailed description with illustrations. (JH)

ED 056 815 24 RC 005 754

Soper, Edward Lewis

A Study of Factors Influencing the Post-Secondary Educational and Vocational Decisions of Utah High School Students. Final Report.

Utah State Board of Education, Salt Lake City.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-6-03046

Pub Date 71

Grant—OEG-4-7-06304601612

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Academic Aspiration, College Bound Students, Employment, *High School Students, Information Sources, Occupational Choice, *Parental Background, *Post Secondary Education, Questionnaires, Research, *Rural Urban Differences, Sex Differences, Socioeconomic Influences, Tables (Data), *Vocational Interests Identifiers—Utah

The purpose of this study was to identify and measure the degree of influence that individuals perceive or believe other persons exercise in terms of educational and vocational decisions. The study examines a number of indicators—such as family, friends, religious leaders, teachers, and counselors—of the relative influence exercised upon the post-secondary vocational and educational plans of 955 Utah high school students. In addition, the study provides data on (1) the weight of various nonpersonal factors that students feel are important in terms of their plans and (2) the relative effectiveness of various media in transmitting information to the students in terms of this life-area. Data were obtained by administering a 68-item questionnaire to students from 15 Utah high schools. Selected to represent a cross-section of all high schools in the state, the schools sampled were divided into 4 categories: Urban, Suburban, Large Rural, and Small Rural districts. Since it was assumed by the research committee that parents would be named by students as having the greatest influence over the students' decisions, the students were asked to have their parents complete a special parent questionnaire. Responses from 256 parents returning completed forms comprise a second part of this study. The data obtained were reduced to a series of tables of responses to specific questions. The Appendix contains the student and parent questionnaires. (LS)

ED 056 816 RC 005 771

Hollingshead, Maybelle

Final Report on the Open Classroom Summer Institute, Concho School, Concho, Oklahoma to Bureau of Indian Affairs Anadarko Regional Office.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Anadarko, Okla. Anadarko Regional Office.

Pub Date 12 Aug 71

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Curriculum Enrichment, *Educational Environment, Educational Objectives, Health Services, Individualized Instruction, *Learning Processes, *Open Plan Schools, Primary Grades, Program Evaluation, *Summer Institutes, Teacher Orientation

The Open Classroom Institute started June 7, 1971, with a 1-week teacher training workshop followed by a 7-week innovative summer program in various curriculum areas for American Indian students in grades 1 through 3 at Concho School, Concho, Oklahoma. This publication is a statistical descriptive report covering the period June 7 - July 30, 1971. Chapter I provides the

background information, the operational pattern, the physical layout of the classroom, and the resource material made available; Chapter II explains the organization of the learning environment in relation to the needs of the students and describes the psychometric and health services provided to students, giving examples of diagnostic reports; Chapter III describes the intensive staff development program; Chapter IV provides a list of suggested recreational and cultural trips which would complement the program; and Chapter V provides an evaluation of the program. (JH)

ED 056 817

RC 005 772

Campbell, Merrill G.

Directions for Educational Development in Appalachia. Report of an Educational Needs and Feasibility Study Involving the Appalachian Areas of Six States.

Appalachia Educational Lab., Charleston, W. Va.

Pub Date Nov 71

Note—125p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrator Attitudes, Agencies, Bibliographic Citations, Educational Coordination, Educational Development, Educational Needs, *Educational Problems, *Feasibility Studies, Material Development, *Planning, *Rural Education, State Departments of Education, *Student Needs, Surveys, Tables (Data), Teacher Attitudes

Identifiers—*Appalachia

In 1971, the Appalachia Educational Laboratory initiated a comprehensive Needs and Feasibility Study designed to present an overview of the educational needs of Appalachia and to pinpoint critical problems the region's educators will face in 1976. The study consisted of 5 independent components: a review of pertinent literature, analysis of data collected in a 1967 AEL survey of Appalachian superintendents, a 1971 survey of teachers and administrators, a 1971 survey of a panel of Appalachian experts, and use of a convergence technique at a meeting of approximately 200 decision-makers in Appalachia. Main objectives were to determine systematically what educational products should be developed by the AEL and to provide the potential users of these products an opportunity to participate in their identification. Experts anticipated that, during the next 5 years, changing attitudes within and about Appalachia, increased educational leadership, and curriculum changes would be needed. Critical needs in the area of product development were innovations relating to new patterns of educational organization and new means of focusing on vocational or career education in Appalachia. The greatest pupil need in the cognitive-psychomotor area related to reading skills; the most critical need in the affective area was positive change in attitudes, including self-concept, regional perceptions, and career concepts. Improved educational leadership was identified as the most acute system need. A description of the procedures used and the study results are presented in this report, along with 8 appendices (55-pages) and a 22-page bibliography. (JB)

ED 056 818

RC 005 773

Mason, Evelyn P.

Project Catch-Up, June 1966 to June 1970: An Educational Program for Socially Disadvantaged Thirteen and Fourteen Year Old Youngsters. A Progress Report....

Western Washington State Coll., Bellingham.

Spons Agency—Rockefeller Foundation, New York, N.Y.

Pub Date 1 Jul 70

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, *American Indians, Anglo Americans, *Compensatory Education Programs, *Followup Studies, Individualized Instruction, *Junior High School Students, Mexican Americans, Motivation, Program Effectiveness, Program Evaluation, Psychological Tests, Self Concept, *Socially Disadvantaged, Summer Programs, Teacher Education, Test Results, Underachievers

Identifiers—Washington State

After discussing the view that ethnic and socioeconomic status are, undesirably, predictive of academic success (e.g., only 3 or 4% of the Indians in Northwest Washington were high school graduates at the time of writing), this document sketches the rationale and methods of Western

Washington State College's (WWSC) Project Catch-Up (PCU). Described as a 6-week summer residence program for junior high age youth who came from backgrounds of ethnic minority status or poverty and who exhibit high potential but low achievement, PCU provided formal instruction in the areas of language arts, art, science, and math. It is reported that PCU, a demonstration project in 1966 and 1967, became in 1968 a 5-year project with a 10-year follow-up evaluation; this progress report describes the 1969 summer program and presents a follow-up evaluation (as of June 1970) of participant groups from 1966 to June 1970. Although 4 standardized tests (administered yearly) were to be part of the follow-up since 1968, results "have not been completely analyzed and will be reported at a later date." After discussing dropout rates and mean grade point averages for the participant groups from 1966 to June 1970, the report concludes that PCU seems to be successful in effecting better school retention. Appended are 1969-70 PCU expenditures, a description of WWSC's Fellowship Program for Experienced Teachers of the Disadvantaged, and a paper on the results of the 1968 and 1969 administrations of the California Psychological Inventory. (The other 3 standardized tests are the California Mental Maturity Test and the California Achievement Tests of Reading and Arithmetic.) A related document is RC 005 774. (BO)

ED 056 819

RC 005 774

Mason, Evelyn P.

Project Catch-Up, June, 1966 to July, 1971: An Educational Program for Socially Disadvantaged Thirteen and Fourteen Year Old Youngsters. A Progress Report....

Western Washington State Coll., Bellingham.

Spons Agency—Rockefeller Univ., New York, N.Y.

Pub Date 1 Jul 71

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, *American Indians, Anglo Americans, *Compensatory Education Programs, Dropout Rate, Followup Studies, *Junior High School Students, Mexican Americans, Minority Group Teachers, Program Effectiveness, Program Evaluation, Psychological Tests, Socially Disadvantaged, *Summer Programs, Teacher Education, *Underachievers

Identifiers—Washington State

In this progress report are descriptions of (1) the 1970 program of Project Catch-Up (PCU), Western Washington State College's (WWSC) 6-week summer residence program of remediation and cultural enrichment for junior high age youth of ethnic minority status or poverty background having high potential and low achievement, and (2) the follow-up evaluation of PCU participants from the 1966-1970 programs. Also presented are an historical overview of PCU; a delineation of modifications in the 1970 program (involving WWSC's Fellowship Program for Experienced Teachers of the Disadvantaged); the design of the follow-up; and a summary of objective findings for the 1968 and 1969 groups in terms of results on the California Mental Maturity Test (CTMM), the California Achievement Tests of Reading and Arithmetic, and the California Psychological Inventory. The most significant finding from these measures is said to be that, with the exception of the total arithmetic subscale and female response to the CTMM, both of which remained stationary, all other measures improved significantly over a 2-year period for the 1968 and 1969 groups collectively. In addition, the overall attrition rate for PCU participants (including death, unknown whereabouts, and dropping out of school) is reported as standing at 13% as of July 1971. Appended are the financial statement for the 1970 program, "Director's Report for Fellowship Program in Secondary Education for Experienced Teachers of the Disadvantaged," and "Evaluation of Potential for Change in Junior High Age Youth from American Indian, Mexican and Anglo Ethnic Backgrounds." A related document is RC 005 773. (BO)

ED 056 820

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RC 005 776

Heathman, James E. Nafzinger, Alyce J.

Scheduling for Flexibility: A Manual for Administrators of Small Schools.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-6-2469

Pub Date Oct 71

Contract—OEC-1-6-062469-1574

Note—62p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO Stock No. 1780-0867, \$0.65)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Programs, *Course Organization, Flexible Schedules, *Flexible Scheduling, *Manuals, Scheduling, *Small Schools, Teaching Methods, *Time Blocks

The manual was prepared to provide administrators of small schools with information on techniques which promote flexibility in school scheduling. While no attempt was made to provide details for implementation of flexible scheduling, the information provided should be sufficient to enable the administrator (1) to determine if some variation of flexible scheduling would be beneficial and feasible for his particular school situation and (2) to locate more specific information by contacting schools or by obtaining literature referred to in the manual. The 31-item bibliography at the end of this publication is composed of citations and abstracts from "Research in Education." These citations were selected specifically for their relevance to rural and small schools. (Author)

ED 056 821

RC 005 777

The Unfinished Education; Outcomes for Minorities in the Five Southwestern States. Mexican American Educational Series.

Commission on Civil Rights, Washington, D.C.

Report No—MAES-II

Pub Date Oct 71

Note—94p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0500-0068, \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *American Indians, Attendance, Civil Rights, Curricular Activities, Curriculum, *Equal Education, Grade Repetition, *Mexican Americans, *Negroes, Reading Achievement, Reports, Underachievers

Identifiers—Southwest

"The basic finding of this report is that minority students in the Southwest—Mexican Americans, blacks, American Indians—do not obtain the benefits of public education at a rate equal to that of their Anglo classmates. This is true regardless of the measure of school achievement used." The U.S. Commission on Civil Rights has sought to evaluate school achievement by reference to 5 standard measures: school holding power, reading achievement, grade repetitions, overage for grade assignment, and participation in extracurricular activities. Without exception, minority students achieve at a lower rate than Anglos: their school holding power is lower; their reading achievement is poorer; their repetition of grades is more frequent; their overage is more prevalent; and they participate in extracurricular activities to a lesser degree. In addition to an analysis of these findings, the document contains 4 tables, 12 figures, and appendices containing a superintendents' questionnaire, a principals' questionnaire, a discussion on methodology used to estimate holding power, 7 selected tables from other sources, findings of related studies on achievement, and 6 reading levels tables (by school ethnic composition and by state). A related document is ED 052 849. (MJB)

ED 056 822

RC 005 778

Malan, Vernon D. Jessor, Clinton J.

The Dakota Indian Religion. A Study of Conflict in Values.

South Dakota State Coll., Brookings.

Spons Agency—Department of Agriculture,

Washington, D.C.

Report No—Bull-473

Pub Date Feb 59

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Christianity, Cultural Background, *Culture Conflict, Moral Values, *Personality Development, Questionnaires, *Religious Differences, Research,

Reservations (Indian). *Social Values, Socioeconomic Influences
Identifiers—South Dakota

It was the purpose of this study to describe and analyze the differences in value systems of the Dakota Indians and Western Civilization, and to suggest a probable explanation for the religious practices of present-day (1958) Pine Ridge Reservation residents (28 families) as a result of the conflict in values between the 2 societies. The method used to accomplish this was based on the assumption that the Pine Ridge Indians would express their primary values in response to a series of questions based on ideas commonly held in either the traditional Dakota or modern American culture. In this attempt to describe the value system of the Dakota Indians and to suggest an explanation for reservation religious practices, a shift was noted from the traditional Dakota values to the modern values of Western Civilization. This study revealed that the Dakota Indians had, to a large extent, lost the old system of social values which gave purpose and direction to their lives. Reactions to this state of affairs varied with each individual from stubborn maintenance of traditional values to rejection of all Dakota values and full acceptance of non-Indian values. The assumption of positions at either extreme may provide a relatively stable personality adjustment, but the individual who vacillates between the 2 value systems is likely to search for some sources of meaning in group-approved and recognition-giving activities, such as are available in marginal religions. (LS)

ED 056 823 RC 005 779

Witherspoon, Gary Jay

An Analysis of Community-School Relations in One Suburban and Four Navajo School Districts.

Pub Date Dec 69

Note—146p.; Master's thesis submitted to Arizona State University, Tempe

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, *Boards of Education, *Education, Federal Programs, *Government Role, History, Masters Theses, *Parent Attitudes, Parent Influence, Religious Factors, Reservations (Indian), Rural Urban Differences, School District Autonomy
Identifiers—Navajos

The primary concern of this research was with community-school relations in American Indian education, particularly Navajo education. Major data on which this study was based came from interviews with 223 parents whose children attended various types of schools in Arizona during 1967-68: Nazlini (Bureau of Indian Affairs), Many Farms (BIA and public), Rough Rock (community), Kayenta (public), and 2 Tempe schools (public). The interview questions focused on 2 major areas: (1) parental knowledge and understanding of the school and (2) parental feelings and attitudes toward the school and its programs. It was revealed, for example, that 64% of the parents at Rough Rock were pleased with the local school board, while no more than 1 in 4 parents in the other Navajo areas was satisfied with the local board. Also, the parents at Rough Rock knew more things they liked and disliked about the school. The Tempe group, however, was better informed concerning the functions of school boards than were any of the other parent groups. The Tempe group also had better teacher-parent understanding and cooperation than did the Navajo Reservation schools. Two related documents, ED 047 847 and ED 024 497, were used for comparative purposes in this study. (LS)

ED 056 824 32 RC 005 783
Texas Child Migrant Program [October 1971].

Texas Education Agency, Austin. Migrant and Preschool Programs.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date Oct 71

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agency Role, Ancillary Services, Child Development Centers, Cultural Enrichment, *Educational Objectives, *Financial Support, Interagency Cooperation, *Migrant Child Education, Preschool Programs, Remedial Programs, *State Programs, Student Records, Summer Institutes, Teacher Education
Identifiers—Texas

The aim of the Texas Child Migrant Program is that each school district develop a migrant program designed to meet the special educational needs of the children of that school system. All districts are encouraged to implement new ideas, activities, and changes which show promise of improving the education of migrant children. Objectives of the program are (1) to provide assistance to local education agencies having a high concentration of migrant children in order that these agencies may operate comprehensive educational programs and provide ancillary services to meet the unique needs of migrant children, (2) to develop and conduct staff development programs for personnel in the Texas Child Migrant Program, (3) to cooperate with other state education agencies in improving educational programs and in developing record transfer systems for migrant children, and (4) to coordinate the activities of cooperating agencies serving migrant children in Texas. A table of Texas migrant project schools (by grade level and estimated number of students involved) is included along with descriptions of program activities. Related documents are ED 046 565 and ED 039 057. (JH)

ED 056 825 RC 005 790

Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-Second Congress, First Session on Equal Educational Opportunity. Part 15—Education in Rural America. (Washington, D.C., September 1, 2, 3, 1971.)

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Pub Date 71

Note—184p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—American Indians, Attitudes, *Economic Disadvantage, Educational Finance, *Educational Needs, Federal Programs, Information Seeking, *Investigations, *Rural Education, Rural Urban Differences, *School Organization, School Personnel, School Services, State Aid

Purposes of these hearings—held Sept. 1-3, 1971, in Washington, D.C.—were (1) to document the disparities between metropolitan and nonmetropolitan schools, (2) to present a picture of what rural education is like at the grass-roots level, and (3) to review some of the programs which have been designed to improve nonurban education. Witnesses included educators and researchers who have studied rural educational problems, public officials who have been involved with educational problems in nonmetropolitan areas and efforts to solve them, and persons who have been intimately involved in the rural education process in specific rural counties. In the document, a transcript of testimony is presented, along with 4 appendices containing correspondence, newspaper articles, and reports related to proceedings of the hearings. (LS)

RE

ED 056 826 RC 005 661

Grotberg, Edith H.

Early Intervention for the Disadvantaged: Does It Influence Reading Achievement?

Pub Date Apr 71

Note—19p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, *Compensatory Education Programs, Conference Reports, Cultural Disadvantage, *Disadvantaged Youth, *Early Experience, Intelligence, *Intervention, Learning Disabilities, *Literature Reviews, Parent Participation, Program Effectiveness, Program Improvement

Deprivation may take many forms: malnutrition, understimulation or overstimulation, limited language or social-emotional experiences, and others. The more extended the time of the deprivation, the greater the problem of amelioration. Research has shown that children who experienced deprivations do respond to early intervention and improve their performance. Intervention may take many forms and to some extent de-

pends on the observed deprivation or assumed deficit. However, the outstanding intervention programs have in common clearly stated objectives, curricula consistent with objectives, high professional-paraprofessional ratio, individual instruction and attention, and parent involvement. Three exemplary programs are the Demonstration and Research Center for Early Children in Nashville, Tennessee; the Institute for Developmental Studies in New York; and Learning to Learn in Jacksonville, Florida. One persistent problem concerns the long-range impact of programs. In order to gain permanent results, we should (1) find ways to develop the children's intelligence instead of merely teaching them skills; (2) seek the help and cooperation of parents, as well as the involvement of the entire community; and (3) initiate follow-through programs to provide a continuity of good programs. (AW)

ED 056 827 RE 005 825

Fields, Johanna H.

Increasing Rate of Comprehension Among Community College Students.

Pub Date 71

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Gains, *College Programs, College Students, Community Colleges, *Developmental Reading, *English Instruction, Reading Comprehension, *Reading Programs, *Reading Research, Reading Speed, Study Skills

The extent to which increases in reading efficiency are attributable to a reading laboratory program was investigated. The experimental group consisted of all students enrolled in developmental reading and study skills laboratory programs at the Community College of Allegheny County, Boyce Campus. The two control groups were students enrolled in English composition courses. Neither group had participated in a class in efficient reading. Control A emphasized theme writing and some readings in literature; control B emphasized the reading of literature and combined this with some theme writing. Alternate forms of the Craig test were scored for rate and comprehension and computed to give efficiency. An interval of 6 weeks elapsed between pretesting and post-testing. Consideration was given to the problem of IQ and student motivation contributing to reading efficiency gains. Results showed that the experimental group averaged an increase of 48 percent in efficiency, while controls A and B averaged increases of 8 percent and 33 percent, respectively. The experimental group was initially the least efficient among the three groups, but ended with the highest average efficiency. The author concluded that it is advisable to place students in a reading laboratory program when they enroll in English courses emphasizing writing. (AW)

ED 056 828 RE 005 880

Downing, John A.

Children's Thoughts and Language in Learning to Read.

Victoria Univ., British Columbia.

Pub Date 27 Nov 71

Note—13p.; Paper presented at the meeting of the National Council of Teachers of English, Las Vegas, Nev., Nov. 22-27, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Reading, Bilingualism, Concept Formation, Initial Teaching Alphabet, Language Development, *Learning Processes, Reading Instruction, *Reading Processes, Reading Research, *Reading Skills, *Thought Processes, Transfer of Training, Visual Discrimination

Four paradoxes appear in research on learning to read: (1) the ability to name letters is a good predictor of reading readiness, yet letter-naming training does not help children learn how to read; (2) visual discrimination is often better in poor readers than in good readers; (3) learning to read two languages is easier than learning to read one; and (4) it is easier to learn to read in two alphabets than it is in one. These findings which contradict common sense may be easily explained by examining the thought processes at work during the reading process. Too often reading research looks at external aspects of reading such as eye movement, perception, and letter-naming and neglects the central processes of concept formation and reasoning. Examining the first paradox, for example, early experience with

letter-naming often indicates an environment in which the parents read a lot and talk about reading, which gives support to the school's effort to teach reading. Learning letter-names for a child from a less stimulating environment, however, is often the rote learning of meaningless symbols. Hence letter-naming can indicate reading readiness but is not a useful method of teaching reading. The other three paradoxes can similarly be explained by looking at the cognitive processes involved. The implication then is that the learning and thought processes of the child must be the starting point for any teaching activity. References are included. (AL)

ED 056 829 RE 003 881

Askov, Eunice N.

The Word Attack Element of the [Wisconsin] Design.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Pub Date Dec 71

Contract—OEC-5-10-154

Note—6p.; Paper presented at the National Reading Conference, Tampa, Fla., Dec. 1971

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Conference Reports, Criterion Referenced Tests, Elementary Grades, *Instructional Design, Measurement, Profile Evaluation, *Research and Development Centers, Resource Materials, *Word Recognition, *Word Study Skills

The foundation for the word attack element of the Wisconsin Design for Reading Skill Development consists of the Outline of Reading Skills and related behavioral objectives. The list of word attack skills was originally drawn from a prepared curriculum guide of a public school system and subsequently refined. The skills are the ones commonly taught in elementary schools and considered essential to reading development. The remaining components of the Design are keyed to the specific skills listed in the outline. Behavioral objectives were written for each skill at mid-level of specificity to define the tasks that the child must be able to perform in order to demonstrate skill mastery. Each skill is assessed by a criterion-referenced test; no group-referent norms exist. A criterion of 80 percent correct is set in recognition of measurement limitations and variables. The assessment instruments are the informal guides to individual skill observation and the formal Wisconsin Tests of Reading Skill Development. Each test consists of approximately 15 to 20 items and has a reliability of .80 or higher. The pupil Profile Card is the primary vehicle for pupil accounting with the Design. Available materials for each skill are listed in the Teacher's Resource File. School personnel are encouraged to add useful materials and activities to the files. References are included. (Author/AW)

ED 056 830 RE 003 882

McBride, Pearl G.

Multi-Language Rapid Reading, or, The Tower of Babel Revisited.

Pub Date Dec 71

Note—15p.; Paper presented at the National Reading Conference, Tampa, Fla., Dec. 1971

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Conference Reports, Eye Movements, *French, *Rapid Reading, *Reading Programs, Reading Research, *Reading Speed, *Secondary School Students, Second Language Learning, *Spanish, Teaching Methods

A total of 118 students were enrolled in the Multi-Language Rapid Reading Program, and by the end of 9 weeks they were able to read intermediate French and Spanish with rates up to 35,000 words per minute (w.p.m.) in Spanish and 25,000 w.p.m. in French. No student scored less than 750 w.p.m. in either language, with 65 percent the lowest comprehension score. The results of this program demonstrate that the teaching of foreign language can be speeded up considerably. Some experts insist that it is impossible for a person to see more than about an inch in print in one focus and that the maximum possible reading speed is therefore 800 to 900 w.p.m. However, these experts have limited their consideration of the direction of reading to that of left to right. They have not taken into consideration that there are many different ways of reading a page and many people can see entire paragraphs and pages at a glance. The amount of evidence pertaining to

the positive results of various rapid learning programs should indicate to writers of textbooks in reading, mathematics, spelling, and foreign languages that new methods of learning should be outlined which will bring about greater learning at much faster rates. References are included. (AW)

ED 056 831 RE 003 888

Caukins, Sivan Eugene, Jr.

Teaching Reading—Vision vs. the Muscle Spindles (The Proprioceptors).

Pub Date 71

Note—28p.; Summary of a series of lectures given at the Psychological Counseling Center, Long Beach, Cal., Spring, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Research, *Kinesthetic Methods, *Kinesthetic Perception, *Learning Modalities, Motor Reactions, Neurological Organization, Perception, *Perceptual Motor Learning, Reading Processes, Space Orientation, Visual Perception

Literature is reviewed which discusses the role of proprioceptors in basic perceptual and motoric functions. The author cites research on the functions of the muscle spindles in controlling muscles which in turn provide energy, stimulation, and activation of the central nervous system. Research on the relation of motor functions to language development, concentration, visual discrimination, and reading is presented. The Fernald Method, a multisensory method of teaching basic academic skills, is discussed as exemplary of programs which utilize the various kinds of learning processes of the brain. The author suggests that further research be done on how our knowledge of brain functions can contribute to the development of efficient teaching and learning methods. (AL)

ED 056 832 RE 003 889

Pepper, Roger S. Drexler, John A., Jr.

Relationships among Reading Performance, Locus of Control and Achievement for Marginal Admission Students.

Pub Date 29 Oct 71

Note—12p.; Paper presented at the meeting of the North Central Reading Association, Bloomington, Indiana, Oct. 29, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, College Admission, *College Programs, College Students, Conference Reports, Economically Disadvantaged, *Low Achievers, Negro Students, Predictive Validity, Reading Achievement, Reading Programs, *Self Control, Student Behavior, Study Skills, *Teaching Methods

The first phase of the study was a 2 x 2 factorial design, with locus of control and instructional method (lecture and demonstration) as independent variables and honor point average (HPA) as the dependent variable. The second phase used correlational techniques to test the extent to which reading performance and traditional predictors of achievement would predict college HPA. Subjects were marginal admission students at Wayne State University who were economically disadvantaged and 91 percent of whom were black. Forty-three subjects were used in the experimental phase, and 184 were used in the correlational phase. The experimental subjects participated in a reading and study skills course which used either the lecture method or the demonstration method of instruction, and the subjects were divided into groups of internal or external locus of control. The Rotter Internal-External Locus of Control Scale and the Triggs' Diagnostic Reading Test were administered at the end of the reading course to all marginal admission students. After 2 full years of study, HPA's were collected from university records. No significant effects of locus of control, instructional method, or instructor on HPA were found. However, a larger proportion of external locus of control students chose to leave the university than the internal locus of control students. Tables and references are included. (AW)

ED 056 833 RE 003 890

Williams, Gilbert H. And Others

Prescriptive Teaching Linked to a Learning and Tutorial Center.

Pub Date 2 Apr 71

Note—17p.; Paper presented at the meeting of the Western College Reading Association, Los Angeles, Cal., Apr. 1-3, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Community Colleges, Individualized Instruction, *Reading Centers, Reading Comprehension, Reading Difficulty, *Reading Programs, *Remedial Reading Programs, Tutorial Programs, Word Study Skills

A learning center at San Bernardino Valley College was established to diagnose and correct reading deficiencies in their students. The learning center focuses on specific reading skills and uses prescriptive teaching to tailor the method and materials to the individual students. Test scores indicate the particular reading problems the student has, and tutoring or autoinstructional programs are prescribed according to the student's reading level. Areas of instruction include word attack, vocabulary, comprehension, speed and flexibility, and application of reading skills to content subjects. Materials used in the program include reading kits, audio tapes and corresponding books and filmstrips, programmed spelling materials, graded reading materials, textbooks, flashcards, pacing devices, study guides, and video tapes. The program is designed to cover a semester and the learning centers can accommodate about 300 students. (AL)

ED 056 834 RE 003 891

The Newspaper in the Classroom: Teaching Aids for Secondary Schools/ Social Science.

Copley Newspapers, San Diego, Calif. Dept. of Education.

Pub Date 71

Note—126p.

Available from—Copley Newspapers, Department of Education, School Programs Division, 940 Third Avenue, San Diego, Cal. 92112 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Current Events, *Instructional Aids, *Instructional Materials, Maps, News Media, *Newspapers, Reading Materials, *Secondary Grades, *Social Studies, Social Studies Units, Teaching Guides, World Affairs

This teaching kit includes two booklets, "Your Newspaper: An Exciting World at Your Fingertips" and "Teaching Aids for the Social Sciences." Several maps, a list of Copley films and filmstrips and order blanks, and a selection of current news service reports which are updated periodically. These materials are all designed to encourage the use of newspapers in the secondary social studies classroom. Suggestions are made as to how newspapers can be resource materials for social studies teachers and students. The importance of newspapers in reporting historical, political, and economic events is discussed. Approaches and activities utilizing newspapers are suggested, and listings for sources of materials related to newspapers are included. (AL)

ED 056 835 RE 003 892

Tokars, Lester E.

The Newspaper in the Classroom: Teaching Aids for Secondary Schools/English.

Copley Newspapers, San Diego, Calif. Dept. of Education.

Pub Date 70

Note—130p.

Available from—Copley Newspapers, Department of Education, School Programs Division, 940 Third Ave., San Diego, Cal. 92112

Document Not Available from EDRS.

Descriptors—Composition (Literary), Drama, *English Programs, Epics, Instructional Materials, *Language Arts, Language Skills, Literature Appreciation, *Newspapers, Reading Materials, *Secondary Grades, Short Stories, *Teaching Guides

Five booklets are included in this kit of materials for secondary English teachers concerning the use of newspapers in the classroom. "Your Newspaper: An Exciting World at your Fingertips" describes the contents and uses of newspapers in school work. "Basic Understanding of the Literary Epic Using the Newspaper as a Supplementary Aid" emphasizes the epic quality of news events today and discusses ways in which the newspaper can be a part of a unit on epics. "Basic Understanding of the Drama (including William Shakespeare) Using the Newspaper as a Supplementary Aid" discusses drama in daily life as presented in the newspaper and drama critiques found in newspapers. A similar booklet points out the short story elements in newspaper stories and suggests that newspaper stories can provide the basis for composition of short stories by students. Finally, there is a booklet discussing

nonfiction writing and the newspaper. Analysis of such writing in newspapers is described and suggestions for activities, composition, and study are made. All booklets are illustrated with copy from newspapers. A list of films about newspapers is also included. (AL)

ED 056 836

RE 003 893

Helleis, Shirley C. And Others

The Newspaper in the Classroom: Teaching Aids for Elementary Schools.

Copley Newspapers, San Diego, Calif. Dept. of Education.

Pub Date 70

Note—153p.

Available from—Copley Newspapers, Department of Education, 940 Third Avenue, San Diego, Cal. 92112 (\$4.00)

Document Not Available from EDRS.

Descriptors—Creative Thinking, Critical Thinking, *Elementary Grades, *Enrichment Activities, Environmental Education, *Instructional Aids, Instructional Materials, Learning Activities, *Newspapers, *Teaching Guides

Four booklets on the uses of newspapers in the elementary classroom are included. "Developing Creative and Critical Thinking Skills Through Use of the Newspaper in the Elementary Classroom" outlines how newspaper articles can provide a basis for discussions of issues, development of language skills and vocabulary, and composition assignments. "Your Newspaper: An Exciting World at Your Fingertips" describes what a newspaper is, how it is used, how it can help in school work, and suggests projects using newspapers. "The Newspaper in the Classroom: A Two-Week Teaching Unit for Elementary Grades" provides lesson plans, suggestions for projects, games, and class activities using newspapers, and bulletin board suggestions. "The Newspaper and the Study of Man and His Environment" details class activities in various areas (language arts, social studies, art, music, and science) which use newspapers as a resource for studying ecology. A list of related films and several bibliographies are included. (AL)

ED 056 837

RE 003 894

Tokars, Lester E.

A Guide for Teaching Ninth Grade English.

Copley Newspapers, San Diego, Calif. Dept. of Education.

Pub Date 70

Note—60p.

Available from—Copley Newspapers, Department of Education, 940 Third Avenue, San Diego, Cal. 92112 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Composition (Literary), *English Instruction, English Programs, *Grade 9, *Instructional Materials, Language Arts, *Newspapers, Program Guides, Reading Instruction, Reading Materials, Resource Materials, Slow Learners, *Teaching Guides

Various usages for newspapers in the ninth-grade English classroom are suggested in detail in this teacher's guide. Two large sections—one designed for classes with average learners and one for classes with slow learners—are subdivided into units on the short story, drama, nonfiction, and the novel. Newspapers are used for teaching reading, speaking, listening, and writing skills in each of these units. Student activities suggested include having discussion groups, seeing films, making bulletin board displays, collecting newspaper articles, analyzing styles in newspapers and written materials, and dramatizing newspaper stories. The simplicity and realism of newspaper writing are cited as incentives for slow learners to read. Special attention to grammar, punctuation, style, and language usage is given in each unit. The newspaper is suggested as a good starting point in reading for research, entertainment, information, and opinion. (AL)

ED 056 838

RE 003 895

Wakefield, Mary W.

Sequential Memory Responses of Normal and Clinic Readers.

Pub Date Nov 71

Note—8p.; Paper presented at the meeting of the National Council of Teachers of English, Las Vegas, Nev., Nov. 22-27, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aural Learning, Aural Stimuli, Conference Reports, Memory, *Reading Ability, *Reading Difficulty, *Sequential Learning, Visualization, Visual Learning, Visual Stimuli

A battery of tests requiring sequential responses, including WISC Digit Span, WISC Picture Arrangement, ITPA Digits, and ITPA Visual Motor Sequencing, was administered to 114 children. Fifty-seven children ranging in age from 6.6 to 13.7 years were clients referred to a reading clinic for diagnosis of reading difficulties; the other 57 were randomly selected normal readers of matched ages. The comparison of results showed that the normal readers scored significantly higher than the clinic readers on all tests. When the Detroit Tests of Memory for Related Syllables and Visual Memory of Letters were administered to 29 children of each group, the normal readers also significantly outperformed the clinic readers. The author suggested that observations by teachers in the class may be directed to pupil responses in reading and spelling tasks and when pupils show difficulty with sequence, more practice should be planned. Tables and references are included. (AW)

ED 056 839

RE 003 914

Pelletier, A. J.

The Neurophysiology of Learning and Pedagogy.

Pub Date Dec 70

Note—11p.; Paper presented at the National Reading Conference, St. Petersburg, Fla., Dec. 3-5, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aurally Handicapped, *Case Studies, Conference Reports, Hyperactivity, *Learning Disabilities, *Neurologically Handicapped, Perceptual Motor Coordination, *Physiology, Reading Clinics, *Reading Difficulty, Teaching Methods

In an effort to narrow the gap between scientific findings and applied clinicians, the author exposed clinical cases to recent laboratory findings of neurophysiology and sought to relate some possible linkage between the two. Two studies about the operation of the mind in information processing and learning were related to two clinical cases. The hyperactive child in the first case was partially brain injured. Visual modes of instruction tended to excite him excessively and result in poorer performance. The author proposed that for this child, audio presentation of instruction would offer more learning prospects than video. In the second case, the child's slight hearing loss was assumed to have resulted in some distortion of auditory input, and this affected his learning. It was felt that the child's facilitation pattern for coding was not sensitive enough for picking out cultural chords and that for him the instructional system might be too encumbered. It was concluded that breaks in learning often stem from physiological processes and that the psycho-educator should make use of the established facts of the past 7 years from anatomy and physiology to update pedagogy. References are included. (AW)

ED 056 840

RE 003 915

Bursuk, Laura

Evaluation of Correlated Listening-Reading Comprehension Lessons.

Pub Date Apr 71

Note—11p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aural Learning, *Learning Modalities, Learning Processes, *Multisensory Learning, Reading Comprehension, Reading Difficulty, *Reading Instruction, *Reading Research, Retarded Readers, *Secondary Grades, Teaching Methods, Visual Learning

The comparative effectiveness of correlated listening-reading and reading-only comprehension lessons was studied using high school retarded readers with varying sensory modality learning preferences. Over a one-semester period, comparable lessons were taught to two groups matched for IQ, age, reading grade level, and freedom from sensory defects. The difference between the instructional treatments was one of sensory mode of lesson presentation and application—one group was taught using both aural and visual methods and the other, using a visual approach only. The groups used the same materials, were taught the same comprehension skills, and the same teacher taught both groups. Results from a standardized reading test showed that when sensory learning modality preference was not a variable, a correlated listening-reading instructional approach was more effective than a reading-only approach. Specifically, the listening-

reading approach was found particularly effective for auditory learners and for students with no sensory modality preference. One conclusion was that in a group of students which is undifferentiated by learning modality preference, an aural-visual teaching approach to reading is more effective than a strictly visual approach. References are included. (AL)

ED 056 841

RE 003 916

Nelson, Anah M.

The Relationship Between Success in Drawing Tasks Using Varieties of Perception Needed in Learning to Read and Expected Success in Learning to Read.

Pub Date 70

Note—14p.

Available from—Anah M. Nelson, 659 West Bellview, Winona MN 55987 (\$0.20)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Freehand Drawing, Kindergarten, Maturation, *Memorizing, *Perception, Primary Grades, *Reading Achievement, *Reading Research, Retarded Readers, Visual Perception

The relationship between success in learning to read and success in drawing tasks that used the same varieties of perception needed in learning to read was investigated. Ten tasks involving perceiving presented forms, memorizing them, and reproducing them in drawing were given to 150 children. These tasks were related to position in space, constancy of form, spatial relationships, and figure-ground. Comparisons of performance were made (1) among three groups of first-graders (21 remedial, 16 low reading success, and 16 high reading success); (2) among two groups of second-graders (25 remedial and 25 heterogeneous); and (3) among the above, 22 kindergartners, and 27 third and fourth-graders. It was concluded (1) that the greatest difference in performance success occurred between first-grade high and low reading success groups, (2) that there was a relationship between success in drawing tasks and reading success, (3) that retarded readers performed less successfully than children reading at their own grade level, and (4) that success in performance of the tasks was maturational. Tables and references are included. (AW)

ED 056 842

RE 003 917

Carroll, John B.

Behind the Scenes in the Making of a Corpus-Based Dictionary and a Word Frequency Book.

Pub Date 26 Nov 71

Note—13p.; Paper presented at the meeting of the National Council of Teachers of English, Las Vegas, Nev., Nov. 22-27, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computational Linguistics, *Dictionaries, Elementary Grades, *Information Processing, Junior High Schools, Language Arts, *Lexicography, Programing Languages, Publishing Industry, *Word Frequency, Word Lists

The publication next spring of the American Heritage Word Frequency Book and the American Heritage School Dictionary will mark a new advance in the technology of dictionary and word-frequency book construction. The use of high speed computers has enabled the compilers to analyze five million words from a body of materials frequently used in elementary and junior high schools. Computers helped make more extensive citations of works possible and thus facilitated choosing words to include in the dictionary and word frequency book. Because the last word frequency book was compiled in 1944, the change of types of materials used in schools and the rapid increase of new words in our language have made it necessary to have current information on word frequency for the use of teachers and writers of materials. New mathematical techniques have improved the accuracy and scope of word frequency analysis. The word frequencies are listed by grades, thus enabling teachers and writers to get accurate information on the specific level they are interested in. Word frequency information has been found to be helpful in determining readability and selection of texts, choosing words for use in psychological studies, teaching of English as a second language, and compiling vocabulary lists. References are included. (AL)

ED 056 843

RE 003 918

Christel, John P.

Teaching Phonics Analysis with Vowels and Consonants and with Consonants Only.

Pub Date Oct 71

Note—108p.; Master's thesis submitted to Rutgers, the State University, New Brunswick, N.J.
EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Consonants, Disadvantaged Youth, Nonstandard Dialects, *Phonics, Reading Difficulty, *Reading Instruction, *Reading Research, Reading Skills, Reading Tests, *Retarded Readers, *Secondary Grades, Vowels

Phonics instruction was taught two ways to 63 predominantly black tenth graders in a Trenton, New Jersey high school to see if the approach used affected the gains made in phonics skills. One approach taught vowel and consonant sounds, while the other taught only consonant sounds. Thirty sessions of instruction over a period of 8 weeks were administered to the two groups from classes for severely retarded readers. The subjects were pretested and post-tested on phonics sections of standardized reading tests, a cloze comprehension test, and an intelligence test. There were no significant differences between the achievement of the two groups on any of the tests. All gains made were very slight and could not be attributed to the training during the study. Both groups did generally better with consonant recognition than vowel recognition. The author concluded that the teaching of phonics is not valid for retarded black high-school-age readers. Further study is suggested using other teaching approaches and less threatening tests. Tables, references, sample tests, and lists of instructional materials used are included. (AL)

ED 056 844

RE 003 919

Greenwald, Marcia Alpern

A Survey of Reading Instrument Usage in New Jersey Public School Reading Programs, Grades K-12.

Pub Date Jan 72

Note—94p.; Master's thesis submitted to Rutgers, the State University, New Brunswick, N.J.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audio Equipment, Audiovisual Aids, *Educational Equipment, Elementary Grades, Instructional Materials, Masters Theses, Reading Instruction, *Reading Programs, Remedial Reading Programs, *School District Spending, Secondary Grades, Tachistoscopes, *Teaching Machines

The use of machines in reading instruction was examined in 174 New Jersey school districts. From data gathered by questionnaire, the numbers, types, and usages of machines in various school districts were examined. The ratio of pupil to machine was correlated with the size of the school district, expenditures per student, and organization of the school systems (K through 8, K through 12, and 7 through 12). It was found that K through 8 school districts had the most favorable pupil/machine ratios. The size of the school district significantly influenced the number of machines owned. There was no correlation between a district's size and the pupil/machine ratio nor between a district's expenditure per pupil and its pupil/machine ratio. The instruments most frequently found in reading programs were listening and recording devices, followed by directional attack control devices and group tachistoscopes. The majority of districts used machines in both developmental and remedial reading programs. Indications for further research are made. Tables, the questionnaire, and references are included. (AL)

ED 056 845

RE 003 920

Swiger, Jill D.

Designs and Organizational Structure of Junior and Community College Reading Programs Across the Nation.

Pub Date Dec 71

Note—31p.; Paper presented at the National Reading Conference, Tampa, Fla., Dec. 1971
Available from—National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Community Colleges, Conference Reports, Course Content, Course Organization, Diagnostic Tests, Instructional Materials, *Junior Colleges, *National Surveys, *Question-

naires, *Reading Programs, Student Enrollment, Teacher Background

A 34-item questionnaire was sent to 823 junior and community colleges across the nation to collect information about their reading programs. Of the 378 responses, 288 were used in this study. The survey revealed a high degree of similarity within the reading courses at these colleges as illustrated in the following. (1) Students are admitted through three main criteria: referral, student selection, and results of entrance exams. (2) Most of the faculty members hold graduate degrees in English or are reading specialists, and 99 percent of them accept some diagnostic testing responsibilities. (3) Standardized reading tests are given to entering students and at the end of the course; the most frequently used test is the Nelson Denny Reading Test. (4) Fifty percent of the schools reported maximum class size to be 20 to 25 students, and the total instructional hours range from 2 to 5 hours per week. (5) The course content is primarily the basic reading skills; sometimes speed reading and study skills are also included. Major differences between the school reading programs are primarily related to the mechanics of organization of the courses such as credits offered, hours of instruction, number of courses, reading ability of students, grading system, and affiliation of the course with other divisions of the school. Tables, references, and appendixes are included. (AW)

ED 056 846

RE 003 921

Wares, Margaret Bonds

Use of the Computer in Individualizing Remediation at Nashville State Technical Institute.

Pub Date Dec 71

Note—10p.; Paper presented at the National Reading Conference, Tampa, Fla., Dec. 1971
Available from—National Reading Conference, Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Computer Assisted Instruction, *Computer Based Laboratories, Conference Reports, Diagnostic Tests, *Individualized Instruction, Phonics, *Reading Comprehension, Reading Interests, *Remedial Reading Programs, *Technical Institutes

A remedial program was developed at Nashville State Technical Institute to provide individualized instruction in mathematics, English, and reading. Students scoring less than a composite 50 percent on the five sections of a developed diagnostic reading test were assigned to the remedial reading program. The IBM Model 30 Computer was used to assign materials, to keep records, and to do some nonteaching tasks. Materials used for comprehension practice were articles gathered from magazines and journals relating to 19 interest categories. A computer code number indicating reading level, interest, and location in the laboratory was assigned to each article. Short comprehension tests were also developed for each article. Every 2 weeks, the computer assigned reading materials to students on matched interests, recorded materials assigned to each student, and updated student progress during each printout period. Each student was also given a private conference every 2 weeks, and the information was coded and supplied to the computer for evaluation. Vocabulary enrichment came as a by-product of the comprehension work. Phonics instruction was done on a diagnosis-prescription basis with the diagnostic test subscales analyzed through the use of computer printed profile sheet. Test results and grade point averages have shown the program to be successful. References are included. (AW)

ED 056 847

RE 003 923

Dulin, Kenneth L.

The Professionally-Oriented Reader.

Pub Date Dec 71

Note—11p.; Paper presented at the National Reading Conference, Tampa, Fla., Dec. 1971
Available from—National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Adult Education, *Adult Reading Programs, Individualized Reading, Inservice Education, *Professional Training, *Reading Development, Reading Material Selection, *Reading Skills, Reading Speed, Teaching Techniques

A reading program designed for adults in business, industry, or self-directing professions must focus on specific reading skills which are different from other adult reading programs. Professionals generally have good-to-excellent reading skills which they developed in school and college and are thus primarily concerned with developing (1) efficient and fast reading, (2) the ability to deal with professional jargon and technical vocabulary, (3) the ability to deal with specialized reading materials in their fields, and (4) facility for creativeness of expression. Because professionals have learned meticulous and careful reading skills in school, they often need to learn skills of general comprehension of large quantities of material. The materials used should be those the professionals come in contact with either brought in by the students or found by the teacher. Some guidelines for working with professionals are (1) make the program visibly individualized, (2) review basic reading skills, (3) teach general as well as technical vocabulary skills, (4) teach flexible rather than fast reading, (5) explain the theory behind the techniques taught, and (6) be egalitarian and uncondescending toward the class. References are included. (AL)

ED 056 848

RE 003 927

Estes, Thomas H.

The Effect of Advance Organizers Upon Meaningful Reception Learning and Retention of Social Studies Content.

Pub Date Dec 71

Note—12p.; Paper presented at the National Reading Conference, Tampa, Fla., Dec. 1971
Available from—National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Cognitive Processes, Content Reading, *Directed Reading Activity, Learning Readiness, Reading Comprehension, *Reading Readiness, *Reading Research, Retention, *Secondary School Students, *Social Studies, Teaching Methods, Teaching Procedures

The effects of prereading techniques, specifically "advance organizers" and "structured overview" were studied by comparing retention and comprehension of reading material in high school students with and without prereading treatment. An advance organizer is a brief passage giving a general and inclusive introduction to material to be read. A structured overview consists of student-teacher interaction dealing with terms and concepts related to the material to be read. The subjects were 157 students in social studies classes in a rural Virginia high school. Subjects were tested on reading ability and classified in four reading ability groups. Subjects were then divided into three treatment groups: one group received the advance organizer, one a structured overview, and the control group received no prereading treatment. Students were given a 3,000-word passage on labor unions (an unfamiliar topic), and 24 hours later they took a 22-item test on the passage. Results showed no statistically significant differences between the three groups, although the structured overview group performed consistently better than the advance organizer group. When reading ability was high or low, the control group was lower or equal to the experimental groups, but when reading level was commensurate with that of the passage, the scores of the control group were higher. Tables and references are included. (AL)

ED 056 849

RE 003 928

Whittaker, Jeweleane Wilma

Department of Reading and Study Skills at Texas Southern University: A Longitudinal Study to Determine an Effective Method of Teaching Reading to College Students Whose Backgrounds are Partially or Wholly Disadvantaged.

Pub Date Dec 71

Note—39p.; Paper presented at the National Reading Conference, Tampa, Fla., Dec. 1971
Available from—National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*College Freshmen, Disadvantaged Youth, Reading Centers, Reading Comprehension, *Reading Instruction, Reading Materials, *Reading Programs, *Reading Research, Read-

ing Speed, Tachistoscopes, *Teaching Machines, Textbooks

A machine-oriented reading course was compared to a textbook-oriented reading course to see which course more effectively improved reading rate and reading comprehension in disadvantaged college freshmen. Subjects were 340 college freshmen in reading classes at Texas Southern University who were divided into two matched treatment groups. The experimental group used a variety of machines, including tachistoscopes, controlled readers, filmstrip projectors, and tape recorders. The textbook groups used the Reading Improvement Program by Edwards and Silvaroli and Toward Better Reading Skills by Cosper and Griffin. The Nelson-Denny Reading Test, Forms A and B measured initial and final rate, vocabulary, and comprehension. After one semester, the group taught by machines did not differ significantly from the group taught by books. Individual gains were most noticeable among students with consistent class attendance. Tables and references are included. (AL)

ED 056 850 RE 003 931

Beiler, Lorraine Martin, Irene
The Design and Implementation of a Learning Center for Career Oriented Students.

Pub Date Dec 71
Note—11p.; Paper presented at the National Reading Conference, Tampa, Fla., Dec. 1971
EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Community Colleges, Content Reading, Junior Colleges, *Learning Motivation, Reading Centers, *Reading Programs, Remedial Reading, Study Facilities, *Study Skills, Tutorial Programs, *Vocational Education

A program to teach learning and reading skills to career-oriented junior and community college students is described. "Learning Strategy" classes are given twice a week, at New York City Community College, and are supplemented with tutorial sessions. The objective of the program is to work from the student's area of highest motivation (his vocation) toward broadening his learning skills. Materials are provided in a learning center for use by the students and their tutors. The personnel of the program (members of various departments, counselors, reading teachers, tutors and students) meet in seminars, demonstration lessons, and conferences with the program coordinators. Because the learning/reading classes are based upon the particular area the student is working in, it is hoped the program will be more responsive to student needs. Diagrams of organizational features are included. (AL)

ED 056 851 RE 003 932

Waxcott, Renee P.
A Humanistic Approach to Accountability in Reading Instruction.

Pub Date Dec 71
Note—11p.; Paper presented at the National Reading Conference, Tampa, Fla., Dec. 1971
Available from—National Reading Conference, Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233
EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Educational Accountability, Individualized Instruction, Individualized Reading, Reading Diagnosis, *Reading Instruction, Reading Programs
Accountability can be applied to reading instruction by matching instructional intent to the results in terms of observable learner accomplishment. An approach to accountability, based on Bloom's concept of student mastery of subject matter, consists of six components which the student passes through in the reading instructional process: (1) rationale: the learner perceives the importance of instruction to his own needs and goals; (2) diagnosis: preevaluation helps determine the learner's abilities and subsequently the learning objectives he needs to pursue; (3) objectives: specific performances are outlined to show the student what the instruction will teach; (4) alternate learning activities; a variety of methods, media, levels, and types of learning activities are employed to suit instruction to the student; (5) post-evaluation: to inform the student and the instructor whether instruction has succeeded in enabling the student to intentions to be reciprocated. The findings showed that both O's intent and the learning activities are modified according to feedback from the learners. In this program, individualized segments are short, learners can take as much time as necessary to master the objectives, and instruction is characterized by appropriate practice, positive reinforcement, and immediate knowledge of results. References are included. (AL)

SE

ED 056 852 SE 008 945

Bass, Joel Eugene
The Development and Evaluation of Self-Instructional Physical Science Materials Based on Piaget's Analysis of the Growth of Logical Thinking.

Pub Date 68
Note—241p.; Ph.D. dissertation, University of Texas at Austin
Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-6110 M-\$3.15 X-\$11.05)

Document Not Available from EDRS.
Descriptors—Doctoral Theses, Grade 9, *Instructional Materials, Learning Theories, *Mathematical Models, *Physical Sciences, *Problem Solving, *Research Identifiers—Piaget

Three self-instructional episodes for use in physical science classes were written and tested with ninth grade students. The development was based on Piaget's learning theory leading students from actions with physical apparatus to the formulation of a mathematical equation. The episodes concerned: (1) equilibrium in a balance; (2) the oscillation of a pendulum; and (3) hauling weight on an inclined plane. Pre- and posttest data suggested that one of the episodes led students to comprehend the equations for equilibrium in a balance. Students encountered difficulties in solving problems in the other two episodes. (JG)

ED 056 853 SE 009 044

Struthers, Joseph A.
Developing Creative and Critical Thinking Through an Elementary Science Program. Final Report.

Boulder Valley School District RE-2, Boulder, Colo.
Spous Agency—Colorado State Dept. of Education, Denver; Office of Education (DHEW), Washington, D.C.

Report No.—Pace-Project-1312
Pub Date Aug 69
Grant—OEG-4-6-001312-0767(056)
Note—85p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Comparative Analysis, *Creative Thinking, *Critical Thinking, *Curriculum Development, *Elementary School Science, Evaluation, Instruction, *Teaching Styles
Identifiers—Elementary Science Study, Science A Process Approach

Reported is a variety of studies associated with the development of new elementary science programs in the Boulder Valley School District. Three approaches to elementary science were given field trials, one using textbooks based on a conceptual schemes approach, one based on the Elementary Science Study materials, and the other based on the American Association for the Advancement of Science "Science - A Process Approach." Tests were developed to measure changes in children's critical and creative thinking, and a classroom observation system was developed to categorize teaching styles as expository, inductive, or indeterminate. In a later phase of the project, teachers were given a choice of a textbook-based or non-textbook course. Data are reported bearing on the effects of curriculum materials, teaching styles, type of course chosen by the teachers, and on changes in student critical and creative thinking abilities. Both the expository and inductive teaching styles proved superior to the indeterminate style in producing changes in creative thinking; the non-textbook course favored creative thinking. Also reported is a study of the effect of different instructional methods for developing the concept of conservation at the first grade level. Appended are a report of the development of a group measure to assess pre-causal and pre-logical thinking in primary school age children, and copies of the tests of critical thinking and creative thinking. (EB)

ED 056 854 SE 010 425

Industry and Technology: Keys to Oceanic Development, Volume 2, Panel Reports of the Commission on Marine Science, Engineering and Resources.

Commission on Marine Science, Engineering and Resources, Wash., D.C.
Pub Date 69
Note—319p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Cat No. PR 36.8:M 33/Pv.1-3, \$10.25, Sold in sets of 3 volumes only)

EDRS Price MF-\$0.65 HC-\$13.16
Descriptors—Development, Earth Science, *Economic Development, Environment, *Industry, *Natural Resources, *Ocean Engineering, *Oceanology, Resource Materials, Technology

This document is the second of a three-volume series of panel reports compiled by the Commission on Marine Science, Engineering and Resources. Contained in this volume are part V, Report of the Panel on Industry and Private Investment, and part VI, Report of the Panel on Marine Engineering and Technology. Major recommendations presented in part V relate to consolidation of federal functions, multipurpose technology, and attracting entrepreneurial investment. The four chapters following the recommendations in part V review the present status of industrial activities and investments, policies to accelerate industrial development of marine resources, and the various ocean industries. Part VI assesses the present national effort in marine engineering and technology and includes broad guidance for the economic and rational development of the U. S. capability in the marine environment. (PR)

ED 056 855 SE 010 603

Manpower Act of 1969. Hearings before the Select Subcommittee on Labor of the Committee on Education and Labor, House of Representatives, 91st Congress, on H.R. 10908, H.R. 11620, and H.R. 13472. Part 1 and Part 2.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date 70
Note—1,425p.

EDRS Price MF-\$0.65 HC-\$49.35
Descriptors—*Federal Legislation, *Legislation, *Manpower Needs, *Manpower Utilization

These two volumes contain hearings of the first and second sessions on the manpower act bills: H.R. 10908, to develop and strengthen a systematic national, state and local manpower policy and provide for a comprehensive delivery of manpower services; H.R. 11620, to assure an opportunity for employment to every American seeking work and to make available the education and training needed by any persons to qualify for employment consistent with his highest potential and capability and for other purposes; and H.R. 13472, to establish a comprehensive manpower development program to assist persons in overcoming obstacles to suitable employment, and for other purposes. The text of the three bills is included in volume one. (PR)

ED 056 856 SE 011 136

Deason, Hilary J.
Science Books, A Quarterly Review, Volume 6 Number 4.

American Association for the Advancement of Science, Washington, D.C.
Pub Date Mar 71
Note—75p.

Available from—AAAS Publications Department, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 (\$2.00)
Journal Cit—Science Books, A quarterly Review; v6 n4 Mar 71

Document Not Available from EDRS.
Descriptors—*Annotated Bibliographies, *Books, *Sciences

For the improvement of science education and to facilitate the public understanding of science, the American Association for the Advancement of Science publishes this quarterly review of science books. Evaluations and annotations are given for trade books, textbooks, and reference works in the pure and applied sciences. Books are for students in elementary school, junior and senior high school, and the first two years of college, including selected advanced and professional books useful for reference by students and

faculty members. Accompanying each annotation are symbols indicating its grade level and strength of recommendation. Also included is the yearly index to volume 6, May, 1970 - March, 1971. (BL)

ED 056 857 SE 011 275

A New Role for American Education.

Office of Education (DHEW), Washington, D.C.
Pub Date 19 May 70
Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Development, Educational Needs, Educational Philosophy, *Environmental Education, Federal State Relationship, *Program Planning

The role of education in developing man-environment relationships is portrayed in this essay by the Office of Education (OE). Environmental/Ecological Education (EEE) is defined as the way to increase an individual's awareness, appreciation, understanding, motivation for action, and skills necessary to maintain his world and enjoy life. Further, for American education to be successful in this regard, it must formulate a strategy that is addressed to the individual in his own environment. Within this context, an EEE continuum is described, elaborating a range of teaching-learning activities at various levels of education. Included are: (1) formal and nonformal programs of environmental education, (2) training programs for educational personnel, manpower development, and professional education, and (3) assessment activities to determine priorities and assist in planning environmental education programs. In developing an educational response to the problem, OE advocates state plans for EEE, together with action-oriented curricula developed by individual school systems, coordination of community environmental action programs, and creation of state councils for environmental education. The regional and national roles of OE in supporting local programs are also presented. To show how OE plans to promote the EEE effort, activities planned by the Office during 1970 are outlined. (BL)

ED 056 858 SE 012 046

Science Grade 9, Science Curriculum Materials.

Rochester City School District, N.Y.

Pub Date 70

Note—551p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Curriculum Guides, *General Science, Grade 9, Laboratory Experiments, Laboratory Procedures, *Physical Sciences, Resource Materials, *Science Activities, Secondary School Science, *Teaching Guides

This curriculum guide is the third in a series of general science guides modified from the New York State Experimental Syllabus, Science 7-8-9 to meet the needs of students whose interests are in areas other than science. The guide is laboratory-oriented and contains many open ended, pupil activities in five activity blocks: orientation, forces at work, the chemistry of matter, energy at work, and living with the atom. This collection of activities is intended for use by teachers as a suggested course of study, reference source, and topical outline, and is not a series of lesson plans. The five activity blocks may be followed in any sequence. Introductory discussion presents topics and suggestions for the teacher concerning areas such as the outcomes from a science program, the basic skills used in science, time sequence, teaching slow learners, teaching rapid learners, developing reading skills in the science program, and multimedia instructional materials. (PR)

ED 056 859 SE 012 102

Abel, Robert B.

Education in Marine Science and Technology—Historical and Current Issues.

Pub Date 27 Dec 67

Note—21p.; Presented to the American Association for the Advancement of Science, December 27, 1967

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Science, Curriculum, Earth Science, Employment Trends, *Manpower Development, *Marine Technicians, Ocean Engineering, *Oceanology, *Scientific Manpower

This review of marine science and technology education and related issues was presented to the American Association for the Advancement of Science, December 27, 1967. Areas reviewed in-

clude manpower supply and demand, oceanography education history, oceanography and the social sciences, training of technicians, the ocean engineer, education for oceanography, school survey problems and recommendations, and students' problems. (PR)

ED 056 860 SE 012 116

Karplus, Robert

Energy Sources, Teacher's Guide.

California Univ., Berkeley. Science Curriculum Improvement Study.

Pub Date Jun 71

Note—127p.

Available from—Rand McNally & Company, P. O. Box 7600, Chicago, Illinois 60680

Document Not Available from EDRS.

Descriptors—Conceptual Schemes, *Elementary School Science, *Energy, Experiments, Heat, Motion, *Science Activities, Scientific Concepts, *Teaching Guides

Identifiers—*Science Curriculum Improvement Study

The unit presented in this teacher's guide is the first of two developed for the fifth year in the Science Curriculum Improvement Study (SCIS) curriculum. Attention is focused on energy transfers involved in the interaction of matter in solid, liquid, and gaseous forms. The chapters are presented in six parts which include activities for reviewing experimental procedure, identifying energy transfer, investigating energy transfer as by temperature change and motion, investigating energy transfer during melting and dissolving, and two projects. Each chapter provides the teacher with a section on advance preparation, teaching suggestions, and optional activities. The design and use of the equipment kit are described. (PR)

ED 056 861 SE 012 140

Sources of Career Information in Scientific Fields, 1971-1972.

Manufacturing Chemists Association, Washington, D.C.

Pub Date 71

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Opportunities, *Careers, *Employment Opportunities, *Science Careers

This pamphlet provides the titles of career information literature available from 65 agencies and organizations. Included are entries for 26 science and science-related fields, with addresses for ordering the literature directly from the publishing organizations given in the appendix. (PR)

ED 056 862 SE 012 164

Villforth, John C.

University Curriculums and Fellowships in Radiological Health.

Public Health Service (DHEW), Rockville, Md. Environmental Health Service.

Report No—BRH-OB-70-2

Pub Date 70

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Curriculum, *College Programs, Directories, Environmental Education, *Environmental Technicians, Graduate Study, Program Descriptions, *Radiation, *Radiologic Technologists, Undergraduate Study

This booklet describes the academic programs funded through the Radiological Health Training Grants Program. Graduate Programs for the training of radiological health specialists at 28 universities and undergraduate (two year and four year) radiological technical programs at seven institutions are described. Program descriptions include degree(s) offered, prerequisites, list of required and elective courses, program objectives, and the department address. A bachelor's degree with a major in a science or engineering is generally prerequisite for entry into the graduate programs. (PR)

ED 056 863 SE 012 299

Maben, Jerrold William

A Survey of Science Teaching in the Public Elementary Schools of Two Selected Regions of the United States During the 1970-1971 School Year.

Pub Date 71

Note—317p.; Ph.D. dissertation, Ohio State University

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Curriculum, Doctoral Theses, *Elementary School Science, Equipment, Federal Programs, *Instructional Programs, *School Organization, Surveys, *Teacher Characteristics

This is the first part of a national study on science instruction in elementary schools in the United States. Questionnaires (copies appended) sent to the principal and a randomly selected science teacher in 3342 public elementary schools, selected by multi-stage random samples of Great Lakes and Far West Regions schools, provided information about practices, procedures, policies and conditions concerning science education. Data received by July 1, 1971, (approximately 38 percent response) were analyzed and include information about teacher preparation, school organizational instructional methods, facilities for science, use of federal funds, the adoption of science course improvement project materials, teacher attendance at summer and other institutes, and teacher satisfaction. Chi square values resulting from a contingency table analysis of responses to teacher and principal questionnaires classified by school enrollment are reported. Some significant relationships concerning teacher preparation, use of funds, and facilities available are discussed. Trends since earlier surveys by other authors are discussed. (Author/AL)

ED 056 864 SE 012 477

Karplus, Robert

Models: Electric and Magnetic Interactions, Teacher's Guide.

California Univ., Berkeley. Science Curriculum Improvement Study.

Pub Date 71

Note—112p.

Available from—Rand McNally & Company, P. O. Box 7600, Chicago, Illinois 60680

Document Not Available from EDRS.

Descriptors—Concept Formation, Conceptual Schemes, Electric Circuits, *Electricity, *Elementary School Science, *Magnets, *Models, Science Activities, Teaching Guides

Identifiers—*Science Curriculum Improvement Study

The unit presented in this teacher's guide is one of two developed for the sixth and final year in the Science Curriculum Improvement Study (SCIS) curriculum. The concept of a scientific model is introduced in this unit with activities directed toward increasing student understanding of electric and magnetic phenomena through concrete experience and abstract thought. The five parts of this unit provide the student with activities for reviewing major concepts, exploring a magnetic field model and an electricity model, and three optional projects. Contained in each chapter is a section on advance preparation, teaching suggestions, and optional activities. The design and use of the equipment kit are presented. (PR)

ED 056 865 SE 012 498

Scientific Research in British Universities and Colleges 1970-71, Volume I, Physical Sciences.

Department of Education and Science, London (England).

Pub Date 71

Note—841p.

Available from—Her Majesty's Stationery Office, P. O. Box 569, London SE1, England

Document Not Available from EDRS.

Descriptors—Catalogs, Colleges, *Directories, International Education, *Physical Sciences, *Research, Research Reviews (Publications), *Scientific Research, Universities

Identifiers—*Britain

This annual publication aims to provide a brief summary of active research topics in British universities and other institutions. This volume, the first of a three-volume series, is divided into broad subject fields and the university/college entries are arranged alphabetically within them. Also included within this volume on the physical sciences are engineering, technology, history and philosophy of science, statistics, information science, biochemistry, biophysics, food science, and nutrition. (CP)

ED 056 866 SE 012 499

Scientific Research in British Universities and Colleges 1969-70, Volume II, Biological Sciences.

Department of Education and Science, London (England).

Pub Date 70

Note—606p.

Available from—Her Majesty's Stationery Office, P. O. Box 569, London SE1, England

Document Not Available from EDRS.

Descriptors—*Biological Sciences, Biology, Catalogs, Colleges, *Directories, International Education, *Research, Research Reviews (Publications), *Scientific Research, Universities

Identifiers—*British

This annual publication aims to provide a brief summary of active research topics in British universities and other institutions. This volume, the second of a three-volume series, is divided into broad subject fields and the university/college entries are arranged alphabetically within them. Also included within this volume on the biological sciences are epidemiology, cardiology, genetics, biophysics, biochemistry, psychology, psychiatry, social medicine, history and philosophy of science, and information science. (CP)

ED 056 867

SE 012 561

Weaver, Elbert C.

Environmental Pollution, Student's Book (Experiences/Experiments/Activities).

Manufacturing Chemists Association, Washington, D.C.

Pub Date 71

Note—61p.

Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017

Document Not Available from EDRS.

Descriptors—*Environmental Education, Instructional Materials, *Junior High School Students, *Laboratory Manuals, Learning Activities, *Pollution, Science Education, *Science Experiments, Student Research

Described in this student's manual are numerous experiments to acquaint the learner with community environmental problems. Experiments are relatively simple and useful in the junior high school grades. Activities are provided which emphasize some of the materials involved in pollution problems, such as carbon dioxide, sulfur compounds, and others, excepting those which would be hazardous to student health. Experiments are "open-ended" in that problems are presented and methods recommended by which they may be solved. However, these methods are not the only ones and alternative approaches are suggested and encouraged. Following the experiments are elementary and advanced pollution quizzes. A related document is the Teacher's Manual, SE 012 562. (BL)

ED 056 868

SE 012 562

Weaver, Elbert C.

Environmental Pollution, Teacher's Manual (Experiences/Experiments/Activities).

Manufacturing Chemists Association, Washington, D.C.

Pub Date 71

Note—62p.

Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017

Document Not Available from EDRS.

Descriptors—*Environmental Education, Instructional Materials, *Junior High School Students, Learning Activities, *Pollution, Science Education, *Science Experiments, *Teaching Guides

Described in this teacher's guide are numerous experiments teachers may use to guide students in learning about community environmental problems. Experiments are relatively simple and useful in the junior high school grades. Activities allow the student to become acquainted with the methods for the detection and removal of undesirable materials from the air and water. For each experiment, background information is given together with procedures for performing the experiment, equipment needed, possible solutions to the problem, and additional approaches in conducting the activity. Modifications to meet local community conditions are encouraged. Following the experiments are comments on the advanced pollution quiz. A related document is the Student Book, SE 012 561. (BL)

ED 056 869

SE 012 577

Gudmundsen, John

Wisconsin Department of Public Instruction Newsletter, Volume 24 Number 4. This Fragile Earth.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date Dec 70

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Educational Programs, Environment, *Environmental Education, *Newsletters, Periodicals, Resource Materials

"This Fragile Earth" is the theme portrayed in this newsletter from the Wisconsin Department of Public Instruction. Since we are being faced with the problem of survival because of the deterioration of the environment, it is suggested that the fragile quality of the environment can serve as a means of impressing upon young people their responsibilities for stewardship of their environment. To this end, several articles address themselves to various facets of the whole topic of environmental education and the spirit of stewardship. "Transforming Man's Attitude Toward the World" is the lead article by Sen. Gaylord Nelson, relating several ramifications of the Environmental Education Act of 1970. Other writings deal with science, social studies, aesthetics, and math in the environment and in environmental education. Curriculum development is explored in two articles, "Environmental Education: An Action Model," and "Improving Wisconsin High School Conservation Courses." One additional story characterizes a school site for environmental education at the Forest Park Outdoor Education Center, Franklin, Wisconsin. Miscellaneous items of local interest complete the newsletter. (BL)

ED 056 870

SE 012 578

What Can You Do to Benefit Wildlife on Your Land?

Tennessee Valley Authority, Norris, Tenn. Div. of Forestry, Fisheries, and Wildlife Development; Tennessee Game and Fish Commission, Nashville.

Pub Date 69

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Animal Science, *Conservation Education, Instructional Materials, *Land Use, *Manuals, Natural Resources, Plant Science, *Wildlife Management

Identifiers—Tennessee Valley Authority

Although this manual was developed by Tennessee Valley Authority (TVA) technicians in the management of TVA lands, it may be well utilized by private landowners interested in doing something for wildlife on their own property. The booklet includes basic information about wildlife in general and seven species in particular—the white-tailed deer, ruffed grouse, raccoon, and gray squirrel of the woodlands and the bobwhite quail, cottontail rabbit, and mourning dove found in the open fields. It suggests improvement practices which are inexpensive and may be scaled to individual interest and capacity. Pointers about wildlife around the home are also included. (BL)

ED 056 871

SE 012 583

Irwin, Harriet And Others

Ho-Nee-Um Trail.

Madison Public Schools, Wis.

Pub Date [71]

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Ecology, *Elementary Grades, Filmstrips, *Instructional Materials, Instructional Trips, *Natural Resources, *Outdoor Education, *Teaching Guides

Identifiers—ESEA Title III

Appreciation and concern for the preservation of our natural resources by all citizens is the primary concern of this teacher's guide for use in the elementary grades. It employs the use of a filmstrip in conjunction with a local nature trail, to guide students in developing awareness - by looking closely, listening, touching, and smelling. Major themes of the fall tour consider plant and animal relationships, seed dispersal, and getting ready for winter. The filmstrip is explained in its entirety, illustrating each frame and its accompanying script. Questions in the script are designed to encourage class discussion during the viewing time. Bracketed paragraphs provide the teacher with additional information. Local history and use of the area are presented in four short narratives; Winnebago Indians of the Four Lakes Area, Gorham Spring - The Duck Pond, the Marston Spring, and the Arboretum Spring. Also included is an article about the common ground mole. The filmstrip is not included. This work

was prepared under an ESEA Title III contract. (BL)

ED 056 872

SE 012 584

Irwin, Harriet

Birds of Prey.

Madison Public Schools, Wis.

Pub Date [71]

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Animal Science, Audiovisual Aids, Ecology, *Environmental Education, Filmstrips, *Instructional Materials, *Intermediate Grades, *Teaching Guides, *Wildlife Management

Identifiers—ESEA Title III

Introducing students to different hawks and owls found in Wisconsin and building a basis for appreciation of these birds in their own environment is the purpose of this teacher's guide. Primarily geared for upper elementary and junior high grades, the concepts presented could be used in conjunction with the study of ecology. A filmstrip is employed to increase the student's knowledge and understanding of the essential role of these animals. A crucial point emphasized is the necessity for proper habitat in order for the birds of prey to survive, for if this habitat is changed or destroyed, the birds will be eliminated. Additional topics include bird characteristics, food requirements, life cycles, value of the birds in a natural community, and effects of man. The filmstrip is explained in its entirety, illustrating each frame and its accompanying script. Bracketed paragraphs provide the teacher with additional information. Also included are charts showing birds of prey found in Wisconsin, build-up of DDT residues in osprey eggs, abundance of breeding animals in a square mile, and resource materials. Two magazine articles about bald eagles and peregrine falcons are reproduced. The filmstrip is not included. This work was prepared under an ESEA Title III contract. (BL)

ED 056 873

SE 012 585

Pratt, Cay Nelson, Redgy

Eagle Heights Woods: Man's Use of Land.

Madison Public Schools, Wis.

Pub Date [71]

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *Ecology, *Elementary Grades, Environmental Education, Filmstrips, Instructional Materials, *Land Use, Outdoor Education, *Semantics, *Teaching Guides

Identifiers—ESEA Title III

This teacher's guide for use in the elementary grades was prepared as a result of the 1970 Local Materials Workshop on Outdoor Education, Madison, Wisconsin. It develops the concept of a land ethic as expressed by Aldo Leopold in "A Sand County Almanac". A filmstrip is employed to discover the meaning of several words pertinent to ecology—environment, ecosystem, community, habitat, niche, food chain or web, primary producers, consumers, decomposers, predators, camouflage, and succession. Settings for such discovery include the schoolyard, going to and from school, home, a nearby field, and Eagle Heights Woods. The filmstrip is explained in its entirety, illustrating each frame and its accompanying script. The filmstrip is not included. This work was prepared under an ESEA Title III contract. (BL)

ED 056 874

SE 012 586

Anderson, Pat

Town and Townships.

Madison Public Schools, Wis.

Pub Date [71]

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Environmental Education, Filmstrips, Instructional Materials, *Intermediate Grades, *Land Use, *Municipalities, *Teaching Guides

Long range effects of early public land surveys, the distinction between towns and townships, and the significance of town government in modern Wisconsin are portrayed in this teacher's guide for upper elementary grades. With supplementary materials it could be used in a unit on local or Wisconsin geography, as an introduction to problems of urban growth, or as a segment on governmental entities which make up a modern metropolitan area. Two filmstrips are employed

to present the facts. Part I describes the public land survey and its effects particularly on farm boundaries, field shapes and plowing patterns, road locations, and community shapes and patterns. Part II deals with the effects of the survey on patterns of local government in Wisconsin and raises some questions on the consequences of 19th century governmental patterns as they complicate 20th century urban growth. Both filmstrips are explained in their entirety, illustrating each frame and its accompanying script. Supplementary materials in the booklet relate the long range significance of the Land Ordinance of 1785, early policy questions of land use, methods of establishing and maintaining boundary lines, and the numbering and describing of sections, townships, and ranges. Additional materials include maps, tests, a bibliography, and suggested uses of the materials. Filmstrips are not included. (BL)

ED 056 875 SE 012 593
SCICON Master Plan. A Report to the Education Facilities Laboratory.
Tulare County Dept. of Education, Visalia, Calif.
Pub Date Aug 71
Note—105p

EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—Curriculum Development, *Environmental Education, *Facility Requirements, Interdisciplinary Approach, *Master Plans, Planning, *Program Development, Site Development

SCICON, currently designating the Clemmie Gill School of Science and Conservation, is an environmental education program providing sixth grade students opportunities to learn about science, conservation, and ecological relationships in the natural environment. The title, SCICON, designates both a school campus and an instructional program. Section I of this report describes the planning grant application, a two-part proposal to: (1) coordinate and facilitate a multidisciplinary and interdisciplinary approach to environmental education which integrates the natural sciences, behavioral sciences, and humanities into a unified approach to problem solving and learning, and (2) establish, under a unique administrative system, various centers and facilities for research and study. Section II gives an overview of the program, philosophy, and facilities. Formation, activities, findings and recommendations of the task force for developing the master plan are detailed in Section III. They consider centers for administration-operation, environmental education, humanities, and conferences. Section IV delineates educational specifications for the four centers, outlining requirements for site, planning, and space. A description of the long range planning program and a site and facilities map comprise Section V while Section VI deals with project development and construction - phasing and priorities, recommendations for additional land acquisition, and budget costs. (BL)

ED 056 876 SE 012 600
Fischer, Robert B.
Science, Man and Society.
Pub Date 71
Note—124p

Available from—W. B. Saunders Company, West Washington Square, Philadelphia, Pennsylvania 19105

Document Not Available from EDRS.
Descriptors—*College Science, *General Education, Instruction, Resource Materials, Science History, *Scientific Enterprise, Socioeconomic Influences, Sociology

This publication is designed as a supplement for an introductory college science course for non-science majors. Material included relates to the basic nature of science and its relevance to man and society. Chapters include: (1) Defining "Science;" (2) The Practice of Science: A Human Activity; (3) Describing Science; (4) Science and Technology; (5) Science and Higher Education; (6) Science and Public Policy; and (7) Science, Man, and Society. (CP)

ED 056 877 SE 012 629
Ehlen, William R.
TETE: Total Education in the Total Environment.
Hudson River Museum, Yonkers, N.Y.
Pub Date Feb 71
Note—28p

Available from—Hudson River Museum, 511 Warburton Avenue, Yonkers, New York 10701 (\$0.75)

Document Not Available from EDRS.

Descriptors—*Community Involvement, Curriculum Development, Ecology, Educational Programs, *Environmental Education, *Interdisciplinary Approach, *Program Descriptions, Projects

The Hudson River Museum's Environmental Arts and Science Division has published this booklet describing their model educational program, "TETE: Total Education in the Total Environment," a multidisciplinary approach to environmental education utilizing existing curricula. For conducting the program model communities strategically located along the Hudson River are selected to illustrate the concept of the total environment, stress that every community has a wealth of human resources that can be used in developing an understanding of the ecology of man, and emphasize that local examples provide the most relevant education for all ages. Administrative organization, program development and implementation are explained together with the unique aspects of the total environment approach. Detailed are the underlying concepts, community and curriculum components, illustrations of how the curriculum components may be applied in the classroom, and some of the techniques used in this approach—unifying questions, on-site investigation, common base maps, and community resources. Several diagrams and pictures further depict the program activities. (BL)

ED 056 878 SE 012 637
Tri-District Cooperative Development of Land Laboratories for Conservation and Outdoor Education, Summary Evaluation.
Worthington Exempted Village School District, Ohio.

Spons Agency—Ohio State Dept. of Education, Columbus.

Pub Date 71

Note—119p

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Conservation Education, Cooperative Programs, Educational Programs, *Evaluation, *Outdoor Education, Program Descriptions, *Projects, *Reports

Identifiers—ESEA Title III

Presented in this report is a summary evaluation of the Tri-District Cooperative Development of Land Laboratories For Conservation and Outdoor Education project. School districts participating in the project include Worthington, Grandview Heights, and Westerville, Ohio. Part I of the three-part report evaluates the overall efforts of the three year program with particular reference to the third year activities. Reactions and recommendations from those associated with the program, the initiators (committee members, consultants, and administrators), assistants (teachers and principals), and recipients (students) are given. Part II encompasses a history of the project, unpredicted outcomes, impact of the project on the school and adult population, cooperative efforts, dissemination of information and materials, project funding procedures, and costs. Thirteen appendices comprise Part III, covering tabulated replies from questionnaires and inventories and phase-in reports from the three participating school districts. This work was prepared under an ESEA Title III contract. (BL)

ED 056 879 SE 012 639
Landau, Norman J. Rheingold, Paul D.
The Environmental Law Handbook.
Pub Date Jun 71
Note—500p

Available from—Ballantine Books, 36 West 20th Street, New York, New York (\$1.25)

Document Not Available from EDRS.

Descriptors—Court Cases, *Court Litigation, *Environment, *Guides, *Laws, Legislation, Pollution, Resource Materials

Designed for conservation groups from laymen to lawyers, this handbook tells how polluters and despoilers of our environment can be brought to court in civil actions and compelled to desist and pay damages. It shows how to prepare a case and gives relevant information on pleadings and complaints, answers, motions and briefs; cites statutes and regulations; and provides the necessary legal citations. Numerous suits against industry and the government concerning air and water pollution,

radiation, pesticides, and conservation are summarized. (BL)

ED 056 880 SE 012 643
Environment Information ACCESS, Volume 1
Number 15.

Environment Information Center, New York, N.Y.

Pub Date 1 Sep 71

Note—66p

Available from—Environment Information Center, Inc., 124 East 39th Street, New York, New York 10016

Document Not Available from EDRS.

Descriptors—*Abstracts, *Environment, *Indexes (Locators), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, Resource Materials

Access is an indexing, abstracting, and information retrieval service covering published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, and significant information appearing in the issue. The main entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather modification and geographical change, and wildlife. Additional sections deal with reviews of recent books in environmental areas; and subject, industry, and author indexes. (BB)

ED 056 881 SE 012 644
Showalter, Victor M.
Toward a Unified Science Curriculum.
Educational Research Council of America, Cleveland, Ohio.

Report No.—ERC-Pap-17

Pub Date Feb 71

Note—14p

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Design, Curriculum Development, *Curriculum Planning, Elementary School Science, *Integrated Curriculum, *Sciences, Secondary School Science, Teacher Role, *Unified Studies Programs

Identifiers—Unified Science

The two major models of science curriculum change, textbook revision and national curriculum projects, are derived from, and reinforce, the present curriculum structure. This is undesirable in a time of increasing fluidity and change, because adaptation to new situations is difficult. Unified science, based on the premise that science is a unity, offers a more flexible approach. Reasons supporting the view that science is a unity range from the philosophical point that there is only one universe to the pragmatic one of educational advantages with respect to universal scientific literacy. An ideal science curriculum would span the total period of general education from kindergarten to grade 12 or 14, and would be built of modules of varying length. A relatively small number of major concepts and a "spiral approach" would provide continuity. Testing within the ideal program would emphasize higher level cognitive skills and the social implications of science. Unified science curricula can be implemented by obtaining a consensus among teachers in a school district of the articulating concepts to be used, cooperative selection or development of modules, and the replacement of the existing programs one year at a time until all grade levels are using the unified program. (AL)

ED 056 882 SE 012 653
Weinstein, Melissa Starbuck
Effects of Training on the Concepts of Water Level and Horizontality in the Classroom.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—National Center for Educational Research and Development (DHEW/CE).
Washington, D.C.
Report No.—TR-128

Bureau No—BR-5-0216
Pub Date May 70
Contract—OEC-5-10-154
Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Concept Formation, *Elementary School Mathematics, Instruction, *Learning, Perception, *Research, Space Orientation, *Visual Learning

This experiment was designed to see if classroom instruction in the concept of water level and horizontality can improve students' knowledge of these concepts. The sample consisted of a kindergarten and a second grade class from one school and a first grade class from another school. Each class was divided into three groups. The first group was given three 20-minute training sessions, the same for each grade. The second group was given a similar treatment in which the words "horizontal" and "vertical" were used and stressed. The third group was a control. All nine groups were given the same test of 16 experimenter-designed, diagram-completion items before and after treatments. The pretest showed substantial differences between the nine groups, so treatment effects were first analyzed by a rank order test on group means. The data supported the prediction that experimental groups would perform better than control groups, but detected no difference between the two versions of the experimental treatment. Three multivariate analyses of variance were also performed in an attempt to eliminate the effect of initial group differences. (MM)

ED 056 883

SE 012 654

Freudhomme, Leroy

Our Living Land, Conservation Yearbook Series Volume Number 7.

Department of the Interior, Washington, D.C. Note—98p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Conservation Education, Depleted Resources, *Environment, *Federal Programs, *Land Use, *Management, Natural Resources, Yearbooks

This yearbook provides highlights of the work done by the various bureaus and offices of the Department of the Interior during 1970. The coverage is broad, relating to many aspects of conservation and the environment in the United States, in a descriptive, non-technical style. General theme of the report is the need for environmental management and the restoration and maintenance of an ecological balance. Topics considered include the fragile earth, individual responsibility for wise and prudent use of our land, re-creation of the man and land relationship, environmental research and repair work in replenishing the resources of our earth to counteract our explosive productivity, and the preservation of human heritage while developing and maintaining the quality of the natural environment. Numerous color photographs and art reproductions are presented throughout the yearbook. (BL)

ED 056 884

SE 012 656

Hogg, Thomas C. And Others

Man in the Marine Environment.

Oregon State Univ., Corvallis. Dept. of

Anthropology.

Report No—MARU-1

Pub Date Sep 71

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Content, Educational Research, *Environmental Education, *Higher Education, *Human Relations, Natural Sciences, *Oceanology, Program Development, *Projects, Reports, Social Sciences

The program, Man in the Marine Environment, conducted by the Department of Anthropology, Oregon State University, between July, 1970 and June, 1971, consisted of two major components: (1) research, and (2) direct educational outputs in the form of a series of credit seminars and a public speaker's program. Research, as described in the procedures and findings of this report, was aimed at (1) examination of the relationship of particular cultural systems to the marine environment, (2) inventorying alternative uses of the marine environment by man to satisfy his subsistence, comfort, and ideological needs, and (3)

analysis of attitudes of people toward the marine environment and the effects of these attitudes on the marine resources. The component of educational output is detailed through a three-term course of lectures and seminar sessions and the public speaker's program. Course content for each of the three terms is outlined as well as a summary for each of the public speaker's lectures. Speaker's topics considered man, wildlife, the shore, law, aboriginal patterns of adaptation, changing values, folklore, and economic development. Future program developments and anticipated professional relationships are also reported. (BL)

ED 056 885

SE 012 657

Acquisitions List Number 38, August-September 1971.

Planned Parenthood—World Population, New York, N.Y. Katherine Dexter McCormick Library.

Pub Date Sep 71

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Books, *Contraception, *Demography, Environmental Influences, *Family Planning, Periodicals, Population Trends, Reference Materials

The "Acquisitions List" of demographic books and articles is issued every two months by the Katherine Dexter McCormick Library. Divided into two parts, the first contains a list of books most recently acquired by the Library, each one annotated and also marked with the Library call number. The second part consists of a list of annotated articles, classified according to Planned Parenthood - World Population (PPWP) Coding System, which have been selected from the 150 scientific and professional journals received by the Library. The purpose of the list is to assist PPWP Affiliates and other organizations in easily arranging their informational materials in a systematic scheme. A form for ordering xeroxed copies of articles is included. (BL)

ED 056 886

SE 012 658

Cooley, Richard A., Ed. Wandesforde-Smith,

Geoffrey, Ed.

Congress and the Environment.

Pub Date 70

Note—277p.

Available from—University of Washington Press, Seattle, Washington 98105 (\$8.95)

Document Not Available from EDRS.

Descriptors—*Case Studies, *Environment, Environmental Influences, *Federal Legislation, Government Role, Natural Resources, Political Issues

This book consists of a series of original case studies which developed from a year-long environmental policy seminar held at the University of Washington. Each chapter surveys a recent piece of legislation to determine how Congress has handled a particular environmental problem. Focusing on issues of highway beautification, water quality control, wilderness preservation, and aircraft noise abatement, each study outlines the problem, the nature of the proposed legislation, modifications of legislation in the course of congressional decision making, strengths and weaknesses of the final legislative product, and general ability of Congress to respond to the issue at hand. Broader issues consider the problem of meeting and distributing the costs of a quality environment, conflicts between local and national interests, and the need to balance private property rights with the public good. Overall, it provides a useful perspective on the obligation of each generation to use the environment in a way that will not impair the natural endowment of future generations. (BL)

ED 056 887

SE 012 686

Liao, T., Ed.

Engineering Concepts Curriculum Project (ECCP)

Newsletter, Volume 4 Number 6.

Brooklyn Polytechnic Inst., N.Y. Engineering

Concepts Curriculum Project.

Pub Date 71

Note—12p.

Available from—ECCP Newsletter, Polytechnic Institute of Brooklyn, 333 Jay Street, Brooklyn, New York 11201 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Objectives, *Curriculum Planning, *Engineering Education, Instructional Materials, Mathematics, *Newsletters, Number

Systems, Science Education, Science History, *Secondary School Science, *Technology Identifiers—Engineering Concepts Curriculum Project

This newsletter for the Engineering Concepts Curriculum Project includes the educational objectives in the affective domain for the course. The major categories for these sixteen objectives are: (1) Interaction of science, technology and society; (2) Matching technology to people, society and the environment; and (3) Use of technological concepts. The activity approach, content, and format of the materials are described. The teacher's instructional materials, including a manual, are briefly summarized. Also included is a technical note entitled "Man and His Numbers" which traces the historical development of several numeral systems from primitive counting to Binary Coded Decimal notation. (Author/TS)

ED 056 888

SE 012 688

Environment Information ACCESS, Volume 1 Number 16.

Environment Information Center, New York, N.Y.

Pub Date 15 Sep 71

Note—70p.

Available from—Environment Information Center, Inc., 124 East 39th Street, New York, New York 10016

Document Not Available from EDRS.

Descriptors—*Abstracts, *Environment, *Indexes (Locators), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, Reference Materials

Access is an indexing, abstracting, and information retrieval service covering published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, and significant information appearing in the issue. The main entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather modification and geographical change, and wildlife. Additional sections deal with current conferences; and subject, industry, and author indexes. (BB)

ED 056 889

SE 012 700

Smith, T. C., Jr.

The Utility of An Evaluative Model in Judging the Relationship Between Classroom Verbal Behavior and Student Achievement in Three Selected Physics Curricula, Final Report.

Houston Univ., Tex.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-9-G-044

Pub Date Aug 71

Grant—OEG-7-9-530044-0115(010)

Note—126p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Comparative Analysis, *Course Evaluation, Critical Thinking, Doctoral Theses, Evaluation, Interaction Process Analysis, *Physics, *Secondary School Science

The purpose of the 1968-69 investigation was to determine the applicability of a curriculum evaluation model to investigate high school students' achievement in three physics courses (traditional physics, Physical Science Study Curriculum, and Harvard Project Physics). Three tests were used to measure student progress: The Dunning-Abeles Physics Achievement Test, Form E., the Wisconsin Inventory of Science Processes, and the Watson-Glaser Critical Thinking Appraisal, Form YM. The classroom verbal behavior of each class was recorded on audio tapes and quantified using Flanders' Verbal Interaction Analysis system. The results of the study indicate that the students exhibited greater change in physics content mastery than in understanding

science processes or in critical thinking, although there was a significant increase in all three components. No specific curriculum was found to be more effective in enhancing student ability-growth in any of the three tested components (physics content, understanding science processes, and critical thinking). The total classroom verbal interaction patterns were found to differ among curricula and between high and low achieving classes, leading to the judgement that there is a relationship between classroom verbal behavior and a physics curriculum as well as a relationship between classroom verbal behavior and student achievement. The funds for this doctoral dissertation were provided by the U. S. Department of Health, Education, and Welfare. (Author/TS)

ED 056 890 SE 012 701
Environmental Education Act (Public Law 91-516). Handbook on Preparing Proposals.

Office of Education (DHEW), Washington, D.C.
Office of Environmental Education.

Pub Date Oct 71

Note—72p.; Draft

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Environmental Education, Federal Aid, Financial Support, Grants, *Guidelines, *Program Proposals, *Project Applications, Reference Materials

In order to avoid technical problems, agencies, institutions, and organizations interested in applying for Environmental Education Act (Public Law 91-516) funds should utilize this handbook while preparing their proposals. The purpose, description, who may apply, and criteria for proposals are outlined for three types of grants: (1) small grants (under \$10,000), (2) statewide evaluation and dissemination, and (3) pilot projects and demonstration models. Type 3 is subdivided into 14 examples within four categories: personnel training, community awareness, instruction and curriculum, and evaluation and dissemination. Technical requirements and general criteria for all proposals are outlined together with suggestions and definitions for project effectiveness, general project eligibility, specific eligibility requirements, and waste control (of paper). The chapter on preparing and submitting proposals considers general guidelines for all proposals and proposal content for each of the three types of grants mentioned above. Also presented here are notes on budget preparation. Grant terms and conditions which apply only to funded projects are specified for the user's information. Examples of the proposal cover sheet and signature sheet are also included. (BL)

ED 056 891 SE 012 704

Clark, George M., Ed.

Biological Sciences Curriculum Study Newsletter Number 45, Teacher Surveys.

Biological Sciences Curriculum Study, Boulder, Colo.

Pub Date Nov 71

Note—13p.

Available from—BSCS, P. O. Box 930, Boulder, Colorado 80302 (Free)

Document Not Available from EDRS.

Descriptors—Attitudes, *Bibliographies, Biology, *Environmental Education, Inservice Teacher Education, *Science Course Improvement Project, Secondary School Science, *Teacher Attitudes

Identifiers—Biological Sciences Curriculum Study, Japan

This issue of the newsletter contains reports of three surveys of science teachers in addition to a bibliography of references to Biological Sciences Curriculum Study (BSCS) materials published in the period 1969-71. The major conclusions of the surveys are listed below. The differences between the objectives of Japanese biology and physical science teachers may have been a reflection of their knowledge of new science courses since biology teachers changed their attitudes after exposure to inservice seminars about BSCS materials. Most students in New York, New Jersey, Pennsylvania and Maryland study ecology from one to four weeks in tenth-grade biology, 52 percent of the teachers in the sample plan to introduce an "Environmental Science" course or are considering the possibility. Since 45 percent of Hawaii science teachers teaching one of the new science courses (BSCS, CBA, CHEM Study, Harvard Project Physics, ESCP, IPS, TSM) are not trained in the use of the materials, a series of workshops appears to be desirable. (AL)

ED 056 892 SE 012 705

Secondary School Mathematics Curriculum Improvement Study.

Secondary School Mathematics Curriculum Improvement Study, New York, N.Y.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—Info-Bull-6

Pub Date 71

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Curriculum Evaluation, *International Education, Mathematics, *Secondary School Mathematics

This bulletin contains: (1) a summary and conclusions of a study of mathematics curricula in Europe and Japan, and (2) a description of beginning efforts to evaluate the Secondary School Mathematics Curriculum Improvement Study (SSMCIS) project. Some of the conclusions of the European and Japanese study are: (1) the study of Euclidean synthetic geometry has been replaced by an axiomatic presentation of affine geometry, then transformations and vector geometry; (2) probability and statistics are becoming integrated into secondary school mathematics; (3) all countries have included calculus as a secondary school study; and (4) vector spaces and linear algebra are the newest corners to secondary instruction. Although in its sixth year, no results are yet available from evaluative efforts of the SSMMCIS project. During 1970-71 achievement and attitude tests were constructed and administered. Data analysis, according to the author, are underway. (JG)

ED 056 893 SE 012 707

Grobman, Arnold B.

Social Implications of Biological Education.

National Association of Biology Teachers, Washington, D.C.

Pub Date 70

Note—134p.

Available from—National Association of Biology Teachers, 1420 N Street, N.W., Washington, D.C. 20005

Document Not Available from EDRS.

Descriptors—Behavioral Sciences, *Biology, *Ethics, Evolution, Genetics, Medicine, Overpopulation, Secondary School Science, *Social Factors, Symposia

Political and social implications of biological research, with particular reference to consequences for education, are discussed in this collection of papers presented at the 1969 convention of the National Association of Biology Teachers. Commentary papers by a panel of three, including at least one high school biology teacher and one expert in the same field as the major speaker are included for each symposium paper. Edited versions of the general discussion following each topic are also included. The topics discussed by the panels were "Social Implications of Medicine," "Ethics and Behaviorism," "Genetics and Genetic Manipulations," and "Can Teachers Tell the Truth About Population." A copy of the banquet address "Evolution: The Reluctant Revolution," which was not discussed by panelists or audience, is also included. (AL)

ED 056 894 SE 012 711

Dunigan, Jay T., Ed.

Drug Abuse, A Resource Guide for Educators.

Capital District Regional Supplementary Educational Center, Albany, N.Y.

Pub Date Apr 71

Note—132p.

Available from—Capital District RSEC, 381 Sand Creek Road, Albany, New York 12205 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Bibliographic Citations, *Drug Abuse, Drug Addiction, *Drug Education, Health Education, Reference Materials, *Resource Guides

Providing educators with a comprehensive resource document that will be useful in researching and developing effective drug abuse education programs is the intent of this document. As an orientation to its use, two terms are discussed at length—addiction and habituation. In addition, some of the most commonly used drugs are described. Bibliographic references comprise the major portion of the book. Citations are given for books, lay periodical articles, professional journal articles, pamphlets and booklets, reports, indexes, abstracts, bibliographies, glossaries, audio visual aids, and agencies offering drug

abuse information. Supplementary narrative material in several areas elaborates on: (1) a chronology of important federal legislation regarding narcotics and dangerous drugs, (2) legal considerations as to drug involvement by students in schools, (3) program suggestions for drug education programs, (4) a list of stimulant and depressant drugs, and (5) a comprehensive glossary of slang and scientific drug terms. (BL)

ED 056 895 SE 012 713

Fitzgerald, William M.

About Mathematics Laboratories.

Michigan State Univ., East Lansing.

Pub Date [72]

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activity Learning, Class Organization, Concept Formation, Educational Development, *Instructional Materials, *Laboratories, Manipulative Materials, *Mathematics Education, *Research Reviews (Publications), Teacher Education

This paper traces the growth of the concept of a mathematics laboratory and reviews recent research and developments in this field. The first section quotes several interpretations of the term and discusses some of the activities advocated by its proponents. The second section quotes extensively from E. H. Moore (1902) and McLennan and Dewey (1895) to show that the idea is older than the present influence of Piaget, Bruner, Gattegno, etc. A section of quotations from more recent advocates of mathematics laboratories is followed by a review of research on the use of manipulative materials, desk-calculators, and science-linked courses; the correlation of motivation with achievement; and the practical difficulties of implementing a laboratory approach in a school. The final sections discuss laboratory materials and the use of laboratory methods in teacher training. (MM)

ED 056 896 SE 012 714

Willoughby, Stephen S.

Mathematics Education in New York State.

New York State Commission on the Quality, Cost, and Financing of Elementary and Secondary Education.

Pub Date 7 Sep 71

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, *Curriculum, *Educational Improvement, *Educational Status Comparison, Elementary School Mathematics, Instruction, *Mathematics Education, Secondary School Mathematics

Identifiers—*New York State

This report is divided into four sections. In the first section mathematics education in New York state is compared with that in other countries and other states, and variations within the state are discussed. Six major problems are identified for further study: the decreasing interest and achievement in mathematics; the relationship of socioeconomic status of parents to children's achievement; the waste of female talent in mathematics; recently lowered standards in teacher certification; the encouragement of creativity in schools; and the effect of the Regent's examinations. In the second section promising practices in mathematics education are summarized, including activity methods, discovery teaching, integration with other subjects, individualized instruction and the involvement of parents and the community. Professional problems are discussed in the third section: accountability and performance contracting, certification, and the use of specialist teachers and para-professional assistance. Recommendations regarding specific actions under the headings used in the previous sections are presented in the final section. (MM)

ED 056 897 SE 012 731

Studies in Family Planning, Volume 2 Number 11.

Population Council, New York, N.Y.

Pub Date Nov 71

Note—16p.

Available from—The Population Council, 245 Park Avenue, New York, New York 10017 (Free)

Document Not Available from EDRS.

Descriptors—*Contraception, Demography, *Family Planning, *Foreign Countries, *Population Education, Program Development, Reports, Social Sciences, *Statistical Data

This paper presents the findings of a study of K. C. Chan, Research Officer of the Family Planning Association of Hong Kong, whose purpose was to determine whether IUD retention rates could be increased by home visits to acceptors. Concern with this problem has mounted in many countries where the IUD is the main contraceptive method offered and where very high removal rates have led to low retention rates. Graphs, statistical data, and narrative material indicate that reassurance visits have very little long term effect on IUD acceptors and do not lead to significant reduction in the number of removals. The additional services of home visits, as offered in this study, were a heavy, time-consuming output and consequently considered a procedure too costly to be adopted. Also included in the paper are two further reports: An Experimental Population Education Program in Rural India and Use of the Agent System in Seoul. The first is a proposal for an educational program relating aspects of the population problem to the lives of students in their immediate environment. The second describes an agent system for recruiting IUD acceptors and evaluates the first nine months of such a program. (BL)

ED 056 900 SE 012 752
Dittrich, William J., Ed. Trappe, James M., Ed.
Natural Areas—Needs and Opportunities, 1970
Symposium Proceedings, Northwest Scientific Association.
Pub Date 70

Note—54p.; Proceedings of Northwest Scientific Association Annual Meeting, 43rd, Salem, Oregon, March 27-28, 1970

Available from—Continuing Education Publications, Waldo Hall 100, Oregon State University, Corvallis 97331

Document Not Available from EDRS.

Descriptors—*Conference Reports, Ecology, Environmental Influences, *Land Use, *Management, *Natural Resources, Quality Control

Proceedings of a symposium held at the Northwest Scientific Association Forty-Third Annual Meeting, Salem, Oregon, March, 1970, are presented. The symposium indicated that mutual understanding by educators, scientists, land managers, and politicians must be developed on the definition of naturalness, present and future use and management of natural areas, and needs and opportunities of the future. The major paper by Richard Falknor, "The Broad Perspective: Congress and the Environment—Some Modest Proposals for the 1970's," deals with broad concerns of environmental quality; natural areas are particularly important in providing benchmarks for judging whether changes wrought by man on the environment are for better or for worse. Other topics relating to natural areas cover scientific values, the conservation ethic, environmental expansion, international aspects, natural plant communities, use and management by educational institutions, educational values to school children, recreational use and management, mineral needs versus wild land preservation, role of the private sector, programs of professional societies, natural area programs of the Bureau of Land Management, and management in North Cascades National Park. (BL)

ED 056 901 SE 012 753
Alcohol and Drugs Bibliography. A Selected Bibliography of Materials in the Oregon State Library.
Oregon State Library, Salem.
Pub Date [69]

Note—27p.

Available from—Continuing Education Publications, Waldo Hall 100, Corvallis, Oregon 97331 (\$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Alcohol Education, Alcoholism, *Bibliographic Citations, Drug Abuse, Drug Addiction, *Drug Education, Health Education, Indexes (Locaters), *Reference Materials

This selected bibliography of alcohol and drug materials in the Oregon State Library was prepared in recognition of a need to make information available to citizens of Oregon on this subject. It has been prepared by the staff of the State Library for the Alcohol and Drug Section of the Mental Health Division. Emphasis is on current materials with significant representative state and federal documents included. Small pamphlets are excluded. (BL)

ED 056 902 SE 012 754
Environment Information ACCESS, Volume 1
Number 7.

Environment Information Center, New York, N.Y.
Pub Date 1 May 71

Note—71p.

Available from—Environment Information Center, Inc., Suite 303 East, 200 Park Avenue, New York, New York 10017

Document Not Available from EDRS.

Descriptors—Abstracts, *Environment, *Indexes (Locaters), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, *Reference Materials

Access is an indexing, abstracting, and information retrieval service covering published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, and significant information appearing in the issue. The Main Entry section contains document abstracts related to air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather modification and geophysical change, and wildlife. Additional sections deal with new legislation; environmental impact statements received by the Council on Environmental Quality; reviews and previews of environmental programs appearing on national network television; current conferences; and subject, industry, and author indexes. (BL)

ED 056 903 SE 012 755
Environment Information ACCESS, Volume 1
Number 17.

Environment Information Center, New York, N.Y.

Pub Date 1 Oct 71

Note—88p.

Available from—Environment Information Center, Inc., 124 East 39th Street, New York, New York 10016

Document Not Available from EDRS.

Descriptors—Abstracts, *Environment, *Indexes (Locaters), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, *Reference Materials

Access is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, and significant information appearing in the issue. The Main Entry section contains document abstracts related to air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather modification and geophysical change, and wildlife. Special segments in this issue describe the microfiche retrieval system and list state agencies and officials concerned with control of radiation. Additional sections deal with the status of key environmental legislation; current conferences; and subject, industry, and author indexes. (BL)

ED 056 904 SE 012 756
Berwald, Helen D.

A Catalog of Video Tapes for Teacher Education
"The Classroom as It Is".

Carlton Coll., Northfield, Minn.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.; National Science Foundation, Washington, D.C.

Pub Date 71

Note—210p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Audiovisual Aids, Educational Philosophy, English, Languages, Mathematics, Methods Courses, Sciences, Social Studies, *Teacher Education, *Video Tape Recordings

This document presents an annotated list of video tapes available from the Video Tape Project of Carleton College. The tapes were produced for use by teacher educators. Many of the tapes involve new content and methodology. They feature unrehearsed classroom activity, not model teacher performance, and are not comple-

This paper presents the findings of a study of K. C. Chan, Research Officer of the Family Planning Association of Hong Kong, whose purpose was to determine whether IUD retention rates could be increased by home visits to acceptors. Concern with this problem has mounted in many countries where the IUD is the main contraceptive method offered and where very high removal rates have led to low retention rates. Graphs, statistical data, and narrative material indicate that reassurance visits have very little long term effect on IUD acceptors and do not lead to significant reduction in the number of removals. The additional services of home visits, as offered in this study, were a heavy, time-consuming output and consequently considered a procedure too costly to be adopted. Also included in the paper are two further reports: An Experimental Population Education Program in Rural India and Use of the Agent System in Seoul. The first is a proposal for an educational program relating aspects of the population problem to the lives of students in their immediate environment. The second describes an agent system for recruiting IUD acceptors and evaluates the first nine months of such a program. (BL)

ED 056 898 SE 012 732
Hunee, Gretel S. Jones, Gavin W.
Reports on Population/Family Planning, Number Ten. Mobile Units in Family Planning.
Population Council, New York, N.Y.
Pub Date Oct 71

Note—32p.

Available from—The Population Council, 245 Park Avenue, New York, New York 10017 (Free)

Document Not Available from EDRS.

Descriptors—*Cost Effectiveness, Demography, *Family Planning, *Foreign Countries, *Mobile Educational Services, *Program Descriptions, Technical Reports

Use and effectiveness of mobile units in family planning programs of several foreign countries are surveyed in this demographic report. Services and education provided by mobile unit programs in Tunisia, the United Arab Republic, Honduras, South Korea, Turkey, and Pakistan are examined. Played are the various roles mobile units play, their functions, geographic coverage, continuity of care, types of vehicles, methods of operation, personnel, costs, and program strengths and weaknesses. Comparisons among programs in different countries are made where possible. Systematic analysis of cost-effectiveness of the programs is provided in statistical and narrative form. Several tables indicate team performance for the various countries and include raw data for individual teams as well as median figures for all units within the country. Information was obtained primarily from questionnaires distributed by the Population Council in November, 1967. (BL)

ED 056 899 SE 012 737
Michanek, Ernest

The World Development Plan, A Swedish Perspective.
Dag Hammarskjöld Foundation, Uppsala (Sweden).

Pub Date 71

Note—71p.

Available from—Dag Hammarskjöld Foundation, Uppsala, Sweden

Document Not Available from EDRS.

Descriptors—*Cooperative Planning, *Developed Nations, *Developing Nations, Economic Development, Foreign Relations, International Programs, *Resource Allocations, *World Affairs

Identifiers—Sweden

The paper presented in this booklet is a translation from Swedish of a part of a book on Sweden's commitment to the less developed countries. Ernst Michanek, UN delegate and executive chairman and director-general of the Swedish International Development Authority, advocates a deepening of collaboration to accompany the widening of international development cooperation. This requires drawing more than ever before on the contributions of planners, organizers and policy-makers from less developed countries. Partners in development must seek and find a much better defined intellectual basis for their common endeavor and a greatly improved machinery for their joint action. Such global strategy will thus demand a more elaborate

mented with commentaries. The tape descriptions are presented under the categories of English, Modern Foreign Language, Science and Mathematics (with subcategories of elementary, junior high school, and senior high school), Social Studies (with the same subcategories as above), Foundations of Education, and General Methods. Two additional sections include equipment used in producing the tapes and information for ordering tapes. Each subject matter area category has two sections: an overview of all the tapes available and descriptions of individual tapes. (JG)

ED 056 905 SE 012 757
Synopses for Modern Secondary School Mathematics.

Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.

Pub Date Jan 66

Note—310p.

Available from—OECD Publications Center, Suite 1305, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$2.00)

Document Not Available from EDRS.

Descriptors—Algebra, Analytic Geometry, *Conference Reports, *Curriculum Development, Geometry, Instruction, *Mathematics, Modern Mathematics, Probability, *Secondary School Mathematics, Statistics

Identifiers—Europe

The 1959 Royaumont seminar "New Thinking in School Mathematics," having agreed on the need for modernization, recommended that a second group of experts work out detailed synopses of the entire subject matter of secondary school mathematics. This book is the report of the second seminar and contains the Dubrovnik Program which stimulated much curriculum development in Europe at the beginning of the last decade. The seminar concentrated on the needs of the most gifted students (the upper half of the European Lycee or Gymnasium). Synopses for algebra, geometry, and for probability and statistics are presented in two cycles, the first for ages 11-15 and the second for ages 15-18. A statement of the goals and prerequisite mathematics precedes the list of topics recommended for each subject in each cycle. This is followed by commentaries clarifying the spirit and scope of the newer topics. The major commentaries cover: the role of the theory of sets in secondary school mathematics; teaching first-cycle geometry to provide experience of a wide variety of concepts and properties, leaving their logical arrangement to the second cycle; groups, rings and fields; vector and linear algebra; axioms for affine space and for the affine plane; and the development of probability and statistics. Some aspects of the teaching of calculus are reviewed in an appendix. (MM)

ED 056 906 SE 012 758
Lavaroni, Charles W. O'Donnell, Patrick A.
Air Pollution, Teachers' Edition.

Pub Date 71

Note—94p.

Available from—Addison-Wesley Publishing Company, Inc.

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, *Environmental Education, *Instructional Materials, Investigations, *Junior High School Students, Learning Activities, Pollution, Secondary School Science, Student Research, *Teaching Guides

One of three in a series about pollution, this teacher's guide for a unit on air pollution is designed for use in junior high school grades. It offers suggestions for extending the information and activities contained in the textual material for students. Chapter 1 discusses the problem of air pollution and involves students in processes of observing, gathering data, analyzing, and hypothesizing. Chapter 2 gives up-to-date information pertaining to the problems and considers pollution disasters, conditions necessary for air pollution to develop, natural and man-made air pollution, the effects of air pollution, economic costs, and control and possible solutions to air pollution. Chapter 3 contains 25 student investigations - experiments, demonstrations, projects - designed to illustrate the physical properties of air, effects of air movement, chemical changes in air, and pollution accumulation and gives practice in observing, predicting, and hypothesizing as well as controlling experiments.

A conceptual schemata for the experiments is included. Utilizing a question format, the last chapter outlines a series of discussions, activities, and projects concerning air pollution suited to individual, small group, and large group work. Numerous illustrations supplement the text. Related documents are SE 012 759 and SE 012 760. (BL)

ED 056 907 SE 012 759

Lavaroni, Charles W. And Others
Water Pollution, Teachers' Edition.

Pub Date 71

Note—94p.

Available from—Addison-Wesley Publishing Company, Inc.

Document Not Available from EDRS.

Descriptors—*Environmental Education, *Instructional Materials, Investigations, *Junior High School Students, Learning Activities, Pollution, Secondary School Science, Student Research, *Teaching Guides, *Water Pollution Control

One of three in a series about pollution, this teacher's guide for a unit on water pollution is designed for use in junior high school grades. It offers suggestions for extending the information and activities contained in the textual material for students. Chapter 1 discusses the problem of water pollution and involves students in processes of observing, gathering data, analyzing, and hypothesizing. Chapter 2 gives up-to-date information pertaining to the problems and considers water shortage, water users, surface and ground water pollution, sources of water pollution, pollution disasters, financial effects of water pollution, water treatment facilities, governmental action, and planning and zoning. Chapter 3 contains 21 student investigations - experiments, demonstrations, projects - designed to illustrate such processes as evaporation, condensation, and oxidation and provide opportunities to experiment with solutions, suspensions, and precipitates. Utilizing a question format, the last chapter outlines a series of discussions, activities, and projects concerning water pollution suited to individual, small group, and large group work. Numerous illustrations supplement the text. Related documents are SE 012 758 and SE 012 760. (BL)

ED 056 908 SE 012 760

O'Donnell, Patrick A. Lavaroni, Charles W.
Noise Pollution, Teachers' Edition.

Pub Date 71

Note—94p.

Available from—Addison-Wesley Publishing Company, Inc.

Document Not Available from EDRS.

Descriptors—*Acoustics, *Environmental Education, *Instructional Materials, Investigations, *Junior High School Students, Learning Activities, Pollution, Secondary School Science, Student Research, *Teaching Guides

Identifiers—Noise Pollution

One of three in a series about pollution, this teacher's guide for a unit on noise pollution is designed for use in junior high school grades. It offers suggestions for extending the information and activities contained in the textual material for students. Chapter 1 discusses the problem of noise pollution and involves students in processes of observing, gathering data, analyzing, and hypothesizing. Chapter 2 gives up-to-date information pertaining to the problems and considers hearing, describing sound, sources of noise, industrial and residential noise, physical effects of noise, and solving noise problems. Chapter 3 contains 23 student investigations - experiments, demonstrations, projects - related to sound and hearing and provides opportunities to consider sounds people tend to take for granted as possible pollutants. Utilizing a question format, the last chapter outlines a series of discussions, activities, and projects concerning noise pollution suited to individual, small group, and large group work. Numerous illustrations supplement the text. Related documents are SE 012 758 and SE 012 759. (BL)

ED 056 909 SE 012 772

Boyle, Gloria J. Herrick, Merlyn C.
Audio-Tutorial Instruction in Medicine.

Missouri Univ., Columbia.

Pub Date 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Instruction, *Audio-Instructional Programs, Educational Programs, *Instruction, *Medical Education, *Program Descriptions, Reports, *Self Evaluation

This progress report concerns an audio-tutorial approach used at the University of Missouri-Columbia School of Medicine. Instructional techniques such as slide-tape presentations, compressed speech audio tapes, computer-assisted instruction (CAI), motion pictures, television, microfiche, and graphic and printed materials have been implemented, with the learner in mind, throughout the four years of medical school. With the increase in software and the need to provide self-evaluation capabilities, equipment was adapted or developed to fulfill this goal. The electric board enables the student to assess his mastery of the material in slide-tape presentations, the Didactor-Slidesmate presents or evaluates programs with the aid of color slides or photomicrographs. The Path-Printer provides a record of the student's path through the learning program. (Author/CP)

ED 056 910 SE 012 773

Situation Report—Dominican Republic, Ethiopia, Gilbert and Ellice Islands, Laos, Liberia, Republic of Vietnam, Seychelles, Tahiti (French Polynesia).

International Planned Parenthood Federation, London (England).

Pub Date Oct 71

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Contraception, Demography, *Family Planning, *Foreign Countries, *Population Trends, Programs, Resource Materials, Social Welfare, *Statistical Data

Data relating to population and family planning in eight foreign countries are presented in these situation reports. Countries included are Dominican Republic, Ethiopia, Gilbert and Ellice Islands, Laos, Liberia, Republic of Vietnam, Seychelles, and Tahiti (French Polynesia). Information is provided, where appropriate and available, under two topics: general background and family planning situation. General background covers ethnic groups, language, religion, economy, communication/education, medical/social welfare, and statistics on population, birth and death rates. Family planning situation considers family planning associations and personnel, government attitudes, legislation, family planning services, education/information, training opportunities for individuals, families, and medical personnel, program plans, government plans, and related supporting organizations. Bibliographic sources are given. (BL)

ED 056 911 SE 012 778

Cunningham, Michael C., Comp. Cunningham, Cheryl Bond, Comp.

A Selected Bibliography on the Relevance of Environmental Education to Secondary School Curricula.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Pub Date Dec 71

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographic Citations, Curriculum Development, *Environment, Environmental Education, Interdisciplinary Approach, *Reference Materials, Resource Guides, *Secondary Grades

The intent of this bibliography is to provide resources for the secondary school teacher concerning (1) substantive information about the environment and (2) means and methods of communicating that information in the classroom. It deals primarily with the man-made environment rather than with environmental resources and has an urban bias - not one of conservation. The bibliography is organized into six parts: Bibliographies, Agencies and Organizations, Journals, Environment, Environmental Education, and Materials. Part I, Bibliographies, includes related collections in specific areas as films, conservation, and science. Part II, Agencies and Organizations, lists names and addresses of groups providing extensive materials about the environment and environmental education. Part III, Journals, enumerates publications with a major emphasis on the environment. Part IV, Environment, is subdivided into general, urban environment, population, and environmental resources - food and pesticides, air, water, noise, and energy. Part V,

Environmental Education, separates general, environmental quality and aesthetics, perception, curricula and programs, and techniques. Part VI, Materials, contains entries aimed toward secondary school students and includes literature, films and filmstrips, games, and posters. (BL)

ED 056 912 SE 012 781
Environment Information ACCESS, Volume 1
 Number 18.

Environment Information Center, New York, N.Y.

Pub Date 15 Oct 71

Note—77p.

Available from—Environment Information Center, Inc., 124 East 39th Street, New York, New York 10016

Document Not Available from EDRS.

Descriptors—Abstracts, *Environment, *Indexes (Locators), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, *Reference Materials

Access is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather modification and geophysical change, and wildlife. A special segment in this issue describes the microfiche retrieval system. Additional sections deal with new environmental legislation; current conferences; and subject, industry, and author indexes. (BL)

ED 056 913 SE 012 789

Wang, J. Y., Ed.

Man and His Environment: Interaction and Interdependence. Proceedings of Conference I.

Environmental Sciences Inst., San Jose, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 69

Note—186p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Conference Reports, *Ecology, *Environment, *Environmental Education, *Pollution, Population Growth

Identifiers—Environmental Sciences Institute

This report of a 1969 Environmental Sciences Institute includes presentations from authorities on environmental problems, the discussion following some presentations, references, and the results of a panel discussion which involved all conference speakers. Papers presented were: "Is There an Ecological Crisis?" "The Challenge of Environmental Quality," "Man and the World Ecosystem: How Many More People Do We Want?" "Radiation and the Energy Budget of Organisms," "Remote Sensing of Water Pollution," "Interactions of Certain Atmospheric Pollutants with Lung Tissue," "Pesticide Kinetics in Ecosystems Disturbed by Man," "Controlled Environments for Plants in Research—A Critique, A Contribution and Future Prospects," "Environmental Physiology and Control in Space," "Culture and Subculture as Environment," and "An Approach Toward a Rational Clarification of Environmental Science." (CP)

ED 056 914 SE 012 791

Field Study Manual to Freshwater and Estuarine Habitats.

Georgia State Dept. of Education, Atlanta.

Pub Date 71

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biology, Data Collection, Data Sheets, *Ecology, *Field Studies, *Instructional Materials, Laboratory Manuals, Manuals, *Secondary School Science, Water Resources

This field studies manual, developed by biology students in the 1971 Georgia Governor's Honors Program, was designed for collection of data pertinent to freshwater and estuarine habitats. In addition to the various methods of sampling the ecosystem and for quantification of the data, instructions for dividing the field study into three logical phases: the pre-trip, on-site, and post-trip and included. Three appendices are also included: (1) Centigrade-Fahrenheit Scales Comparison, (2) Guidelines for Evaluating a Research Article, and (3) Finagles Laws. (CP)

ED 056 915 SE 012 792

Unit: Sticking Together, First Trial Materials, Inspection Set.

Australian Science Education Project, Toorak, Victoria.

Pub Date Aug 71

Note—160p.

Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)

Document Not Available from EDRS.

Descriptors—Chromatography, *Curriculum, *Instruction, *Laboratory Manuals, *Science Course Improvement Project, Secondary School Science, Teaching Guides

Identifiers—Adhesion, *Australian Science Education Project, Cohesion

These materials, including teacher's guide, student test booklet and laboratory guide, student workbook, test booklet, and a booklet explaining the answers to the questions in the test booklet, are first trial versions of a unit that will form part of the Australian Science Education Project instructional materials for grades seven through ten. The emphasis is on student investigation of simple phenomena, leading to the development and application of a model of particulate adhesion and cohesion. There is a short core portion all students are expected to complete, and nine options from which students may choose. Topics investigated include: wetting, capillarity, adhesives, detergents, lubrication, strength of soap films, viscosity, monomolecular layers, and chromatography. The teacher's guide contains suggestions for organization of the unit, a bibliography and film list, equipment list, and notes on the activities suggested in the student's manual as well as ideas for additional activities that may be added or substituted. (AL)

ED 056 916 SE 013 115

Environment Information ACCESS, Volume 1

Number 19.

Environment Information Center, New York, N.Y.

Pub Date 1 Nov 71

Note—77p.

Available from—Environment Information Center, Inc., 124 East 39th Street, New York, New York 10016

Document Not Available from EDRS.

Descriptors—Abstracts, *Environment, *Indexes (Locators), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, *Reference Materials

Access is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, the microfiche retrieval system, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather modification and geophysical change, and wildlife. Additional sections deal with current conferences and subject, industry, and author indexes. (BL)

ED 056 917 SE 013 116

Burke, D. Barlow, Jr. And Others

Concerns in Water Supply and Pollution Control: Legal, Social, and Economic.

Rhode Island Univ., Kingston.

Report No—Bull-1

Pub Date Mar 71

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bulletins, *Economic Factors, *Environmental Education, Laws, *Legal Problems, Pollution, *Social Factors, *Water Pollution Control, Water Resources

Identifiers—Rhode Island

This bulletin contains three articles which focus on ground water's potential as a dependable supply source and some of the problems impeding the development of that potential. The authors' concerns are discussed from the vantage point of their areas of specialization: law, sociology, and economics. The first author states that water law abounds with unanswered questions and administrative efforts to isolate water's use for public consumption from its many other uses are equally arbitrary. In the sociological area, there seems to be a failure on the part of all citizens to understand water supply and pollution issues. The economist estimates that available ground water resources might be able to satisfy projected water supply needs in Rhode Island at costs significantly lower than those associated with surface reservoirs. (Author/CP)

SO

ED 056 918 SO 001 045

American Values. Social Studies. Secondary Education.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Pub Date 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Affective Behavior,

*American Culture, Behavioral Objectives,

Concept Teaching, *Individualized Curriculum,

*Inquiry Training, Secondary Grades, *Social

Studies Units, Student Research, *Values

Identifiers—*Values Education

This is one of several individualized learning packets to help students clarify the concept of values. The stated behavioral objectives are that students will: 1) relate their actions to their values; 2) predict the outcome of a survey; 3) conduct, compare, and draw conclusions from a survey; 4) identify some of their values; 5) compare American values with values of Japanese society; and, 6) relate values to behavior patterns. Each of four lessons contains one or more of these major ideas: 1) individuals develop a set of values as they grow up; these values reflect those of the society and the environment that surrounds the individual; 2) surveys, like the one included here as an example, are used as evidence in understanding the interpreting behavior patterns of people; 3) changes occur in values as social and economic conditions change in a society; 4) behavior patterns are shaped by the values that people hold; and, 5) values differ from society to society. A chapter is included from Journey to Washington by Daniel Inouye as a reading. (Author/SBE)

ED 056 919 SO 001 218

Stewart, Edward C.

American Cultural Patterns: A Cross-Cultural Perspective.

Pittsburgh Univ., Pa. Regional Council for International Education.

Pub Date Apr 71

Note—108p.; Dimensions of International Education Series, Number 3

Available from—Regional Council for International Education, 1101 Bruce Hall, Univ. of Pittsburgh, Pittsburgh, Pennsylvania 15213 (\$2; free to associates of RCIE member institutions)

Document Not Available from EDRS.

Descriptors—*American Culture, Bibliographies,

*Communication (Thought Transfer), Counselor Training, *Cross Cultural Training, *Cultural Differences, Cultural Factors, Cultural

Images, Foreign Culture, Foreign Student Advisers, International Education, Interpersonal

Relationship, Middle Class Values, National Norms, *Non Western Civilization, Philosophy,

Self Concept, Social Relations, Values

The objective of this report is to supply a perspective on some of the cross-cultural problems encountered by American advisors, academicians

and technicians overseas or by Americans such as foreign student advisors working in an intercultural milieu in the U.S., for the purpose of promoting more effective communications. Part I presents a conceptualization and description of the cross-cultural problems and discusses the concepts of patterns of thinking, assumptions, and values. Part II delineates and compares American patterns of thinking in the educational context; concepts such as style, language, and dichotomies and explanation are discussed. In Part III substantive descriptions of American assumptions and values are provided. Each chapter deals with one of the following topics (which may be seen as the individual components of a cultural pattern or system of assumptions and values): form of activity, form of relation to others, perception of the world, and perception of the self. Part IV records some of the consequences of the cultural differences in the face-to-face interaction between Americans and their counterparts. The theme of relativity of assumptions and values is stressed throughout the report by presenting American cultural characteristics in conjunction with variations from other cultures or from American culture itself. (Author/DJB)

ED 056 920 SO 001 385
Studies on Protest and Dissent in American Life.
 With Teacher's Guide.

Tufts Univ., Medford, Mass. Lincoln Filene System for Citizenship and Public Affairs.
 Pub Date 69
 Note—101p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Culture, *Civil Liberties, Civil Rights, Discussion (Teaching Technique), Economic Factors, Freedom of Speech, Inquiry Training, Political Socialization, Racial Discrimination, Religious Discrimination, Secondary Grades, Social Action, Social Attitudes, *Social Change, *Social Studies Units, Teaching Guides, *United States History

Identifiers—Dissent, *Protest, Values Education
 The five episodes from American life narrated in this unit attempt to show various methods of protest against different oppressions, ranging from revolt against the law by armed resistance, to getting an objectionable practice eliminated by a fresh interpretation of the Constitution through the courts. An important fact is pointed up—even though the Constitution gives us certain rights, we must demand them. If we do not claim our freedom from imprisonment for debts (Part I), our freedom from racial discrimination (Part II), our freedom to assemble and speak (Part III), to work under fair conditions (Part IV), and to practice or not practice our religious beliefs (Part V), others may take them away. A few of the general teaching objectives are: 1) to understand that political protest (and labor strikes) may be the result of intolerable economic conditions; 2) to understand that economic pressures among the poor may lead to rebellion; 3) to believe in the legal processes set up for redress of grievances; and, 4) to realize that changing a law by using the judicial process is difficult and yet is guaranteed by the Bill of Rights. Explanatory notes on the narratives, suggested discussion questions, a vocabulary list, and attitude and content relevant resources. Related documents are ED 053 015 through ED 053 017. (Author/JLB)

ED 056 921 SO 001 507
Daniels, David N.

Curriculum on Conflict: Some Suggestions.
 Diablo Valley Education Project, Berkeley, Calif.
 Pub Date 16 Jul 71

Note—8p.; Developmental Draft written at a Summer Workshop in Curriculum Writing, St. Mary's College, Moraga, California, June 21-July 16, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Class Activities, *Concept Teaching, *Conflict, *Conflict Resolution, *Group Dynamics, Group Instruction, *Problem Solving, Role Playing, Secondary Grades, Simulation, Small Group Instruction, Social Studies, Teaching Models, Teaching Techniques

This developmental paper generally describes a task oriented model for teaching about conflict and conflict resolution, using student groups for problem solving, which can be developed in the classroom. The model involves: 1) identification of the issue, topic, or problem by the entire class;

2) identification of ideas, concepts, or facets of conflict by sub-groups; and, 3) generalization. The merits of this method include: 1) students learning to work together; 2) active participation in concept and idea development; 3) demonstration of conflict and resolution within the group process itself; and, 4) student motivation. Almost any type of problematic or conflict situation can be used that are simulations or real in the individual, the classroom, the school, the community, and larger groups. Current issues with practical implications which directly impinge on the student are especially useful. Specific techniques are briefly described: case study method; classroom negotiation; individual exercises in the perception of conflict; observation of nursery school age children; historical literature and clinical cases; video-tape for feedback purposes; and, role playing simulations such as the Prisoner's Dilemma or Black and White. (Author/SBE)

ED 056 922 SO 001 609
Morrisett, Irving, Ed. Wiley, Karen B., Ed.

The Environmental Problem. Selections from Hearings on the Environmental Education Act of 1970.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—REFS-3; SSEC-Pub-140

Pub Date 71

Note—239p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (Paperback, \$6.95; Hard Copy, \$8.95)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Ecology, *Educational Legislation, Elementary Grades, *Environment, *Environmental Education, *Federal Legislation, Government Publications, Government Role, Higher Education, Public Policy, Resource Materials

Identifiers—*Environmental Education Act of 1970, Select Subcommittee on Education

During March, April, and May of 1970 the Select Subcommittee on Education of the United States House of Representatives held hearings in Washington, D.C., New York City, and San Francisco and Los Angeles, California, on a "bill to authorize the United States Commissioner of Education to establish educational programs to encourage understanding of policies and support of activities designed to enhance environmental quality and maintain ecological balance." The record of these hearings contains testimony from a wide cross-section of the population: ecologists, such as LaMont Cole; social scientists, such as Margaret Mead and Kenneth Boulding; student leaders of the Environmental Teach-In, such as Karen Buxbaum; an artist, Robert Motherwell; a theologian, Joseph Sittler; educators, such as Edward Weidner; government officials, such as James E. Allen; and, philosophers, conservationists, businessmen, architects, journalists, teachers. The testimony ranges from very high level, abstract, global thinking to detailed descriptions of specific action programs. The record has been carefully edited and condensed in order to present the essential themes, and a wide variety of viewpoints. There are many uses for this book: curriculum planners and teachers will find many of the proposals helpful in guiding their own thinking; both high school and college classes in education and government will find this an illuminating source of information on how national priorities are formulated; and, study groups focusing on environmental problems will find it a stimulating case study. (Author)

ED 056 923 SO 001 786

Fraenkel, Jack R. And Others

Peacekeeping: Problems and Possibilities.

Pub Date [71]

Note—88p.

Available from—World Law Fund, 11 West 42nd Street, New York, New York 10036 (\$2.00)

Document Not Available from EDRS.

Descriptors—Case Studies, Critical Thinking, *Foreign Relations, *International Education, International Organizations, Modern History, *Nuclear Warfare, Political Science, Reading Materials, *Social Studies, World Affairs, *World Problems

Identifiers—*Peace, War

This material is suitable for students at secondary and college levels, and as adults. Chapter I, War, Peace, and Survival, provides an historical view of war and makes a convincing case for the necessity of peace. Chapters 2 through 5 examine more closely two of the world's major efforts at peacekeeping during the 20th century—the League of Nations and the United Nations. The reader has an opportunity to see how each of these man-made instruments was intended to keep the peace, and then to see how they actually operated in real situations—Ethiopia in 1934, and the Congo in 1960. In Chapters 6 through 9, two additional suggestions for peacekeeping are suggested, mutual deterrence and world law. Examples are provided of how deterrence worked in Cuba during 1962, and how world law might work in a hypothetical situation. Discussion questions are raised at the end of each chapter. It is hoped that by critically evaluating these plans and how they have operated and might operate, the reader will be able to come to some individual conclusions as to the possibilities for and importance of peace in today's world. (Author/JLB)

ED 056 924 SO 001 808

Eiseman, Jeffrey W. Lippitt, Peggy

Olders-Youngers Project Evaluation: Covering the First Semester.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Pub Date Feb 66

Note—30p.; Progress Report

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Affective Behavior, *Cross Age Teaching, *Demonstration Projects, Elementary Education, Individual Instruction, *Inner City, Inservice Education, Interviews, Questionnaires, Secondary Education, Student Attitudes, Student Behavior, Student Projects, Teacher Attitudes, *Tutorial Programs

Identifiers—Detroit Public Schools, *Project Evaluation

The first semester of a cross-age teaching project is evaluated in this report. Three adjacent inner city public schools, an elementary, junior high, and high school, were involved. Thirty-three teachers in the schools received 68 older students as educational agents to provide individual attention to their own students for approximately 4 half-hours per week. Training was provided the various helping participants, e.g., receiving teachers, olders, and seminar leaders. This evaluation is based on questionnaires from 25 receiving teachers and 29 olders and interviews with the 5 seminar leaders, 3 sending teachers, and 3 olders. The report deals separately with each element of the program: the youngers, or learners; the tutors, or olders; the receiving teachers; and, the seminar leaders. Each section reports on selection criteria and either the effects of the program or reactions to it. The evaluation concludes that teachers are provided with a new way to cope with individual pupil needs. For the learners, academic achievement gains were notable, as were positive shifts in attitudes toward learning and self. The tutors benefiting from experiencing concrete evidence of their usefulness and importance to others, both younger children and adults. (Author/DJB)

ED 056 925 SO 001 835

Gale, Laurence

Education and Development in Latin America: With Special Reference to Colombia and Some Comparison with Guyana, South America. World Education Series.

Pub Date 69

Note—185p.; World Education Series

Available from—Frederick A. Praeger, Inc. Publishers, 111 Fourth Avenue, New York, New York 10003 (\$5.00)

Document Not Available from EDRS.

Descriptors—*Area Studies, *Comparative Education, Cultural Factors, Curriculum Development, Developing Nations, Economic Factors, *Educational Development, Educational Legislation, *Educational Policy, Elementary Grades, Equal Education, Higher Education, *Latin American Culture, Political Issues, Secondary Grades, Social Factors, Vocational Education

Identifiers—*Colombia, Educational Systems, Guyana

In this volume are surveyed some problems which arise in Latin American countries in the belief that even though solutions to them may differ somewhat from one country to another the conditions in which they arise are sufficiently similar to make comparisons possible and useful. After describing the uneven provision of schools for different sections of the community as characteristic of all Latin American countries, the author goes on to point out that the peoples of Latin America are not homogeneous and have never felt themselves to be one people. In the course of time the races and cultures have intermingled but even so the continent is still a confusion of languages and cultures with great differences in climate and terrain, between social classes, between the rich and the poor, and between rural and urban dwellers. Against this background of diversity, common features in education throughout Latin America are examined, areas of cooperation and agreement, and differences of policy and provision. Colombia is used for illustration. (Author)

ED 056 926 SO 001 845
The Working World. A Record of an Intensive Course for Young School Leavers.
Schools Council, London (England).
Pub Date 70
Note—59p.

Available from—The Financial Officer, Schools Council, 160 Great Portland Street, London, W1N 6LL (\$1.68)

Document Not Available from EDRS.

Descriptors—Activity Learning, Citizenship, *Community Schools, Individual Development, Leisure Time, *Low Ability Students, Motivation Techniques, *Personal Adjustment, Secondary Grades, Social Adjustment, *Socialization, *Vocational Adjustment, Work Experience Programs

A film, photographs, and this booklet describe a five-week course run for sixty young school leavers or less able students in the summer term of 1967. It took place in a Welsh county borough on a large campus of a working class boys and girls non-selective secondary school. The booklet is in two parts: the first part describes the aims, organization, and structure of the course, makes a brief, subjective assessment, and tries to answer some of the questions teachers will undoubtedly ask. The second part is a copy of the course program with a commentary. For the pupils, an existing youth center provided a more adult atmosphere from which to explore the world of work they were about to enter. They organized their own intensive full-time adult discussion-linked activities grouped under five major headings: 1) the world of work; 2) community service with voluntary and local centers; 3) personal relationships dealing with growing up, sex, the family, marriage guidance, and religion; 4) leisure program of outdoor and indoor pursuits; and 5) citizenship. Three major conclusions were drawn by the head teachers and staff: 1) the key to curriculum change was a new relationship between teachers and pupils as adults, and the relevance of work to the pupils; and 2) teachers felt there was room for a course for a wider range of pupils than the less able. (Author/SBE)

ED 056 927 SO 001 867
Jennings, M. Kent Levenson, George B.

Learning About Politics in American High Schools: A Progress Report on a National Survey.

Michigan Univ., Ann Arbor. Inst. for Social Research.
Pub Date Sep 68
Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Aspiration, Citizen Participation, Citizenship, *Civic Belief, Civics, Course Content, Curriculum Evaluation, Grade 12, National Surveys, *Political Attitudes, *Political Socialization, *Politics, Public Affairs Education, Secondary Grades, Secondary School Students, Social Studies, Student Attitudes, Student Enrollment, *Student Participation

This report of findings is designed as an initial sketch of some of the political attitudes and values of American High School Seniors at a particular point in historical time and at a single stage in their political development. In the spring of 1965 a national probability sample of 1669 high school seniors at 97 high schools were inter-

viewed in-depth; a random sample of their parents, social studies teachers, and school principals were also interviewed. In addition, all members of the senior class in a majority of the schools completed an abbreviated self-administered questionnaire. Through 1968 the data were examined to determine political orientation as well as to assess the relative impact of family, school, and community on political learning. Part I of the report examines the sample to determine: 1) the breadth of the social studies curriculum in American High Schools; and, 2) the extent and sources of variability in course exposure and impact. Part II presents a political portrait of the students in the individual schools and compares them with those of students in the nation as a whole. The national sample is divided into two sets of sub-groups to examine the differences among students: 1) located in different regions of the country; and, 2) having different educational aspirations. (Author/SBE)

ED 056 928 SO 001 880
Lee, George P.

Memo to Navajo Community Schools.

Pub Date 5 Jan 71

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Community Colleges, Community Control, *Community Schools, Consultants, Educational Improvement, Educational Legislation, Educational Objectives, Educational Planning, Educational Programs, Federal Aid, Federal Programs, *Financial Support, Foundation Programs, *Navaho, Public Support, Resource Guides, Student Loan Programs

Identifiers—*Indian Education, Minority Group Education, Navaho Community Schools

This handbook contains general resource information for program planning in Navajo education. Contained are listings on: 1) Key Questions; 2) Community Education and Local Control; 3) Education Laboratories; 4) Steps in Starting A Community College; 5) Recommended Books; 6) Bibliography of Instructional Resources; 7) Program Planning and Proposal Writing; 8) National Foundations; 9) American Indian Education; 10) Some Thoughts on Education; 11) Quotes by Great American Leaders; 12) Senator Friends of Indian People; 13) Indian Desks in Washington, D.C.; 14) Federal Programs; 15) Educators and Consultants in Indian Education; 16) Fellowship and Internship Opportunities; 17) Legal Assistance and Interpretation; 18) Indian People; 19) Periodicals, newspapers, and newsletter; and, 20) Financial Aids for Career Studies. (Author/AWW)

ED 056 929 24 SO 001 884

Fizman, Joseph R.

Teachers in Poland as Transmitters of Socio-Political Values. Final Report.

Oregon Univ., Eugene.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-8409

Pub Date Oct 69

Contract—OEC-6-10-151

Note—567p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Behavioral Science Research, Change Agents, Comparative Education, *Educational Change, Educational Objectives, *Educational Sociology, Political Influences, *Political Socialization, *Social Change, Socialization, Socioeconomic Influences, Teacher Characteristics, Teacher Education, Teacher Participation, Teacher Role, *Values

Identifiers—*Educational Systems, Poland

The objectives of this research conducted between 1966 and 1968 were to analyze: 1) the role of education within the new Polish political system and the political culture; 2) the existing school organization, including the various reforms; 3) the process of teacher education and the role as well as place of teachers in the new political and socio-economic structure; and, 4) to determine the relative effectiveness of the educational enterprise and the teacher in meeting the definite expectations and goals of the political system; and, 5) to identify some of the factors which affect the process of value socialization, especially as this process concerns the educational enterprise and the teachers as socializers. The methods involved: 1) analysis of available literature; 2) interviews with educators and

secondary school students; 3) school visitations; 4) analysis of student examinations; 5) attendance at conferences; and, 6) analysis of questionnaires administered to 416 education students and 276 secondary school teachers in five districts. It was found that both the educational system and the teachers were caught between conflicting pulls of values and norms with teachers not quite trained to meet systemic expectations, and the political system itself placing lower allocation priorities on education than on ventures with immediate and visible payoff quality. The major influencing factors in the socialization of teachers were: teacher age, prestige of educational background, commitment to general education, tenure, community, and social class. (Author/SBE)

ED 056 930 SO 001 887

Man and Environment. Revised Curriculum.

Miami-Dade Junior Coll., Fla.

Pub Date Nov 70

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Freshmen, Community Colleges, *Conservation Education, Curriculum Guides, *Ecology, *Environmental Education, Higher Education, Junior Colleges, Natural Resources, Open Circuit Television, Overpopulation, Pollution, Social Factors, Social Responsibility, Social Studies, *Teacher Developed Materials, Units of Study (Subject Fields), Values

An interdisciplinary, general education course for students of community colleges is outlined in this document. The one-year course was developed during two workshops, attended by representatives from community colleges throughout the country. The course is structured in modules to allow for flexibility in the sequencing of course content, and to facilitate interchange of instructional plans and materials. There are 32 modules in all. Each module outline provides general and specific objectives, and subunit topics. In addition to the more traditional environmental topics, subjects covered by these modules include: 1) the nature of man; 2) value systems—ecological priorities; 3) belief systems; 4) the myths of technology; 5) impact of political systems; and 6) impact of economic systems. A study guide to accompany the course will be available in March 1972. Miami Dade is planning to offer the course for college credit over open circuit television. (A related document is SO 001 888). (Author/JLB)

ED 056 931 SO 001 888

Man and Environment. A Bibliography.

National Association for Environmental Education, Miami, Fla.

Pub Date 70

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Bibliographies, *Conservation Education, *Ecology, *Environmental Education, Natural Resources, Overpopulation, Pollution, Social Factors, Social Responsibility, Social Studies, Teacher Developed Materials, Values

This document consists of bibliographies for each of the modules in the course Man and Environment (see SO 001 887). Each module bibliography contains an annotated listing of books, periodical articles, and reports relating to that topic. There are also general references at the end of the book which do not duplicate the module listings and which may apply to any subject of study. (Author/JLB)

ED 056 932 SO 001 927

Ramsell, David E.

The Status of Economics Education in North Dakota.

North Dakota Univ., Grand Forks.

Pub Date 71

Note—17p.

Available from—North Dakota Council on Economics Education, Gamble Hall, University of North Dakota (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Business Education, *Economic Education, *Economics, History Instruction, Home Economics, Secondary Grades, Social Studies, Status, Surveys, Teacher Background, *Teacher Education Curriculum, *Teacher Qualifications

Identifiers—*North Dakota

In this assessment of the status of economic education in North Dakota, where less than 5% of high school students are exposed to a formal course in economics, three things were evaluated: 1) the economic preparation of high school teachers of economics; 2) economic preparation of high school teachers of Problems of Democracy (POD); and, 3) the role of the institutions of higher learning in preparing economics teachers. The results of the first evaluation indicated that the tendency in teacher preparation is in the direction of the minimal state requirements (5 semester hours). In North Dakota all high schools that do not offer a course in economics must offer POD. Better than one-third of the teachers of POD were found to have no economics background. In evaluating economic education by colleges and universities, four subject areas (social studies, home economics, business education, and history) were chosen on the presumption that economics, if taught at all, would most likely be included there. Each reporting college institution graduated approximately 65-80 teachers in the area of social studies. In only 50% of the cases was a minimal background (6-9 hours) in economics required. In the other subject areas, the level of training appears even less. Efforts of the Joint Council, and the North Dakota Council must be relied upon to upgrade the status of economic education in North Dakota. (Author/JLB)

ED 056 933 SO 001 973

Borman, Christopher A., Ed. Reilly, Robert R., Ed.

Vocational Guidance in the 70's. Proceedings of the Texas A & M University Vocational Guidance Conferences.

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational and Technical Education.

Pub Date 71

Note—184p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Education, Conference Reports, *Counseling Programs, Counselor Acceptance, Counselor Functions, Guidance, *Guidance Counseling, Guidance Services, Job Placement, Job Satisfaction, *Occupational Guidance, Vocational Adjustment, *Occupational Education, Vocational Interests, Vocational Training Centers

Identifiers—Texas

This conference report on vocational guidance mainly deals with the proper relationship of the vocational counselor and the traditional counseling program in the school. The strategy developed by the conference planners centered upon the involvement of teams of vocational counselors in discussions, panels, and presentation by educated men in the field. Four major sets of papers were presented at the conference and are contained in the handbook, followed by a transcript of the panel discussions held by the groups of vocational counselors. The major papers are divided into two similar parts: 1) Realities of Vocational Guidance, and 2) Projections for Vocational Guidance in the '70's. (Author/AWW)

ED 056 934 SO 001 977

Roberts, Thomas B.

Beginning a Humanistic Normal Science: Developing Thoughts on Developmental Psychology and Moral Development.

North Illinois Univ., De Kalb. Coll. of Education.

Pub Date 71

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, Behavioral Sciences, Behavior Theories, Conceptual Schemes, *Developmental Psychology, *Human Development, *Humanism, Individual Development, Social Development, *Socialization, *Social Values, Sociocultural Patterns

Identifiers—*Humanistic Normal Science, Moral Development

By using this holistic approach the author believes that men will be able to construct a view of the development of man that synthesizes many existing separate human science approaches. The purposes of this conference paper are fourfold: 1) to give an example of how to begin to reformulate current intellectual interests in terms of a hu-

manistic scheme by using developmental psychology; 2) to contribute to one train of educational thought which emphasizes self-development, the affective domain, and new images of man; 3) to construct a holistic framework for understanding man, by closely interweaving the separate views of human life; and, 4) to humanistically ask what sort of cultures result in what sorts of children and what sorts of society do these children form when they mature. (Author/AWW)

ED 056 935 SO 001 985

Teaching Consumer Education and Financial Planning: A Manual for School and Classroom Use.

Council for Family Financial Education, Silver Spring, Md.

Pub Date 1 Jan 69

Note—176p.

Available from—Council for Family Financial Education, Twin Towers, Silver Spring, Maryland 20910 (\$6.00)

Document Not Available from EDRS.

Descriptors—Activity Learning, Affective Behavior, Banking, Budgeting, *Consumer Economics, *Consumer Education, Credit (Finance), Curriculum Guides, Discussion (Teaching Technique), Elementary Grades, Insurance Programs, Investment, *Money Management, Purchasing, Secondary Grades, Taxes, Teaching Guides, *Thematic Approach

Identifiers—Advertising

This manual, designed for both the teacher and curriculum planner, is organized around six major themes: planning, buying, borrowing, protecting, investing, and sharing. These major areas are used in place of more conventional topical categories because the emphasis here is upon each individual's behavior. A chart is provided that shows the relationship between the six themes and the standard topics of consumer and financial education. Each theme section is similarly organized. Following a brief overview, there is a list of the key ideas of the area. This list is accompanied by a list of questions for development—points of inquiry that can be pursued by teachers and students. A number of illustrative activities then follows. These have been planned to influence and reveal behavior, as well as develop the key ideas. A coding system is used to identify experiences believed to be appropriate for students in primary, intermediate, and secondary grades. Suggestions are included for transparencies, bulletin boards, and charts. The last element of each major section, Evidence of Learning, lists what an educated person knows, can do, and does about the theme. A number of special statements provide guidelines for the use of specific teaching techniques, e.g., discussion, evaluation, problem solving, and decision making. (Author/JLB)

ED 056 936 SO 002 001

Banks, James A., Ed. Joyce, William W., Ed.

Teaching Social Studies to Culturally Different Children.

Pub Date 71

Note—401p.

Available from—Addison-Wesley Publishing Company, Inc., Reading, Massachusetts 01867 (Paperbound, \$4.95)

Document Not Available from EDRS.

Descriptors—Cultural Factors, *Culturally Disadvantaged, *Disadvantaged Youth, Educational Strategies, Effective Teaching, *Ethnic Studies, Inquiry Training, Intergroup Education, Learning, Racial Factors, Relevance (Education), Research Reviews (Publications), Resource Materials, Role Playing, Social Factors, *Social Studies, Teacher Attitudes, Teaching Techniques, Textbook Content, *Urban Education

Identifiers—*Curriculum Implementation

This book is designed to help classroom teachers attain the knowledge, perceptions, attitudes, and teaching strategies they need to make social studies relevant and exciting for Afro-American, Mexican-American, Puerto Rican-American, American Indian, and other children who come from a culture of poverty. Part One explores the basic problems and issues involved: racial prejudice; the social, cultural, and psychological factors of learning; teacher attitudes; and, the image of minority groups presented in teaching materials. Part Two presents promising classroom strategies for

teachers of culturally different children, emphasizing the need to make social critics of these children. Part Three discusses and suggests ways of implementing some of the urgent changes in schools and curricula needed to make social studies and other subjects relevant and meaningful for poor and alienated children. Fifty readings are reproduced from journals, books, and unpublished manuscripts. The 10 chapters are introduced by the editors and provided with study questions, references, and resources. (Author/DJB)

ED 056 937 SO 002 018

Morehouse, Ward

Compilation of Bibliographies on Southeast Asia and the Middle East and North Africa for Undergraduate Libraries. Final Report.

New York State Education Dept., Albany.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-5-0931

Pub Date Jun 71

Contract—OEC-0-9-050931-1361(014)

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—African Culture, *African History, *Area Studies, *Asian History, Bibliographies, *Cross Cultural Studies, Higher Education, International Education, *Middle Eastern History, Non Western Civilization, Projects, Social Studies, World Affairs

Identifiers—Middle East, North Africa, Southeast Asia

The bibliography project aimed at providing undergraduate libraries with additional and more recent resources by listing in separate bibliographies of 750 entries on Southeast Asia and 1200 entries on the Middle East and North Africa, each arranged by country and subject with an author index. The two computerized bibliographies, Southeast Asia: A Bibliography for Undergraduate Libraries and Middle East and North Africa: A Bibliography for Undergraduate Libraries, designed to serve as book selection tools for librarians, were graded and edited while in a pre-bibliography state by scholars and librarians who evaluated books for their degree of importance in undergraduate libraries: books that should be included in all undergraduate libraries, those that a library should have if the college offers a course in either of these areas, and books that a library would need to support undergraduate area studies. The graded draft was then produced and circulated to a panel of college librarians and other consultants for revision. This is a new approach consisting of the following features: information on the availability of each title; computer production; grading as to significance; and keying to critical reviews. A related document is ED 050 000. (SJM)

ED 056 938 SO 002 021

An Analysis of the Career Orientation Project in Social Studies.

Cincinnati Public Schools, Ohio.

Spons Agency—Ohio State Dept. of Vocational Education, Columbus.

Pub Date 71

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Career Education, Career Planning, *Curriculum Development, *Curriculum Evaluation, Learning Activities, Material Development, Projects, Social Sciences, *Social Studies, *Teacher Developed Materials

In 1969 the Cincinnati Public Schools received a grant from the Ohio State Department of Vocational Education to develop interdisciplinary career orientation materials for junior high school pupils. The preliminary social studies materials were taught in grades seven and eight for one year, then revised. During 1970-1971 each social studies teacher in the project selected activities from the new manual, Man: His Life and Work, twenty-one teachers in four schools were involved. Each activity was prepared for use under one of the following topics: American History, Urban Living, Ohio History, and Social Sciences. Objectives were coded to the categories of Bloom's taxonomy. In March, 1971 teachers were asked to report the mean achievement of their classes on the activities they taught using a standard form (Appendix A). The mean achievement was then determined for each teacher and each activity; it was then possible to determine mean

achievement for topic categories, categories in Bloom's taxonomy, and by income level of school. A T-test of independent means was then applied to the results to determine if differences in income level affected mean achievement or achievement by category of the taxonomy. The mean achievement for the 269 activities was 84 with no significant difference between low-income and average income schools. Teachers taught more activities in American History and Urban Living, and preferred activities from the cognitive categories. Inservice teacher training was suggested. (Author/SBE)

ED 056 939 SO 002 028

Craddock, Richard S.

Why Teach History: The Views of American Historians.

Delaware Univ., Newark. School of Education. Pub Date 23 Nov 70

Note—21p.; Speech presented at the Annual Conference, National Council for the Social Studies, New York, New York, November 23-28, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American History, Historical Reviews, *History, *History Instruction, Speeches, *United States History

Identifiers—*Historiography
This study attempts to present and analyze the claims which professional American historians, from 1880 to 1970, have made regarding the values to be derived from the study of history: 1) Develops good citizenship; this has been a pervasive theme, meaning different things to different writers; 2) Promotes patriotism. (It is interesting to note that allegations that historical study develops patriotism and good citizenship were made most often and strongly during periods of national crisis); 3) Prepares one for life as accomplished through the development of perspective and a better understanding of the present, among other things; 4) Teaches the historical methods of defining problems, developing pertinent questions, formulating and testing hypotheses, gathering and analyzing data, and reaching conclusions; 5) Develops historical mindedness, a quality deemed essential for an objective approach to issues; 6) Develops specific skills such as research, map, and other graphic skills, and critical thinking; 7) Provides a guide to action; 8) Develops better persons; and, 9) Miscellaneous values. Although historians did not always agree, nor stress the same values, nor use identical terminology, there is considerable consensus regarding the nature of their discipline and potential values to be derived from its study. (Author/JLB)

ED 056 940 SO 002 030

The Local Community: A Handbook for Teachers. High School Geography Project, Boulder, Colo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 68

Note—229p.

Available from—The MacMillan Company, School Division, 866 Third Avenue, New York, New York 10022 (\$5.32)

Document Not Available from EDRS.

Descriptors—*Area Studies, Bibliographies, Class Activities, Community Resources, *Community Study, Concept Teaching, Demography, Field Instruction, Geographic Concepts, Geographic Location, Geographic Regions, *Geography Instruction, *Human Geography, *Physical Geography, Resource Materials, Site Analysis, Social Studies Units, Teaching Guides

Identifiers—*High School Geography Project

This guidebook for the teacher of geography or social studies includes teaching and learning suggestions. The major theme is teaching geography using one's local area as the prime resource. The four sections in the guidebook deal with: 1) Relating Geographic Concepts to the Local Community gives quick, non-technical explanations of some of the major concepts in geography. 2) Preparing to Teach about the Local Community makes suggestions for assembling resource materials such as aerial photographs and topographic maps, various kinds of census data, and local histories. 3) Classroom Activities about the Local Community. Thirteen classroom activities about the local community are included and nearly all are examples from actual local areas. The first two activities are field trips followed by a discussion of student perceptions. Activities 4

through 11 enable the students to learn additional concepts, to apply their newly formed generalizations in problem solving activities. In the final two activities, students look at the area surrounding their community. 4) Selected Bibliography contains a list of background readings on aspects of local geography in each of the largest metropolitan areas in the United States and Canada. (Author/AWW)

ED 056 941 SO 002 039

Ritchie, William A.

Indian History of New York State. Part 3—The Algonkian Tribes.

New York State Museum, Albany.

Pub Date 62

Note—27p.; Educational Leaflet No. 8

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American History, *American Indian Culture, *American Indians, *Anthropology, Archaeology, Cultural Background, Cultural Factors, Cultural Traits, Historical Reviews, Reading Materials, Secondary Grades, Social Studies, Socioeconomic Background

Identifiers—*Algonkians, Northeast
This survey of the Algonkian way of life in Eastern New York state, adjacent portions of New Jersey and Pennsylvania, Connecticut, Rhode Island, and Massachusetts is derived from historical, ethnographic and archeological sources. The physical setting of this area is described briefly. Algonkian life is presented in three major stages of development: 1) the prehistoric period of nomadic life as traced through archaic artifacts such as tools, weapons and ornaments; 2) a period of cultural transition occurring about 2500 B.C. and referred to as the early Woodland period; and 3) the post-colonial period, around the 16th century, in which these Indians began living in larger settlements and established a cohesiveness of tribes that prevented Europeans from seizing the land by force. Indian population later decreased in this area when outward pressures, diseases, and conflicts caused the Algonkians to move farther inland. Descriptions are given of physical appearance and dress, housing, settlement sites, food, social and political structures, Indian practices of warfare, wampum, and ritual. (Related documents are ED 032 985, ED 032 986, and ED 048 950.) (SJM)

ED 056 942 SO 002 041

Munson, Richard S.

Aesthetic Education and the Third Domain: Synaesthetics.

Pub Date Apr 71

Note—23p.; Research Report Presented at the National Art Education Association Eleventh Biennial Conference, Dallas, Texas, April 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art Education, *Cultural Awareness, *Cultural Education, *Cultural Enrichment, Discovery Learning, Humanism, Perception, *Self Actualization, Sensory Experience, *Social Experience, Social Studies, Taxonomy

Identifiers—*Aesthetic Education, Synaesthetics

The author states that art and the aesthetic have historically become inseparable. For art education this raises the question: is the role of art in education functioning in the same capacity as art in society? It is conceivable that overreliance on past orientation, or even that any reference whatever to that limited vision of the art-aesthetic, has significantly diminished our capacity to comprehend the real-aesthetic of human experience. The aesthetic side of man is essentially an experience of encounter with the world of discovery, and ultimately of self-awareness. This encounter is initially funded through all the senses which is a complex multidimensional compendium of phenomena. The author, however, attempts to explicate a partial taxonomy to account for the sensuous. The aesthetic becomes the media of art where through sensation and conceptualizing, one is able to synthesize a perception which has a self-referent. In the information processing culture, the aesthetic will be the knowing, interactional relationship between ourselves and our cybernetic environment. It is proposed that the new aesthetics be pursued as the humanistic ways of knowing, wherein multiple aesthetic modes are viewed as parts of the whole human phenomenon. This synaesthesia is the activity of coming to the self's real-actualization and knowing of the future culture, as well as an

awareness of existence within the space-time continuum. (Author/SBE)

ED 056 943 SO 002 043

Crockett, Walter H. And Others

Teachers As Students: Report on the Experienced Teacher Fellowship Program, 1967-1968.

Consortium of Professional Associations.

Pub Date 68

Note—136p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Improvement, Graduate Study, *Improvement Programs, Inservice Programs, *Inservice Teacher Education, *Master Teachers, Methods Courses, Program Effectiveness, Program Evaluation, Schools of Education, Social Sciences, *Teacher Improvement, *Teacher Programs

Identifiers—*Experienced Teacher Fellowship Program

The Program reported here was designed to help improve the quality of education in the nations elementary and secondary schools. It pursued this goal in two ways: first, by helping selected, potentially influential experienced teachers to pursue full-time graduate education in specially planned courses of studies; second, by fostering and strengthening in colleges and universities an increased concern for the training of teachers. Two kinds of data were gathered: 1) responses to questionnaires that were administered at the end of 1967-68 academic year to all of the 1,498 fellows in 70 programs; and 2) data from the intensive study of three selected programs involving teachers of disadvantaged youth, secondary history teachers, and secondary social science teachers. The data are presented in four parts: 1) summary of the results of the study; 2) Backgrounds and educational values and beliefs of the fellows; 3) analysis of perceived effectiveness of the individual programs and the correlates of effectiveness; and, 4) implications for teacher training and for higher education. (Author/AWW)

ED 056 944 SO 002 044

Lezotte, Lawrence W. Polite, Craig

Summary of the Results of a Student Evaluation of IDC 400V. Race, Education and Poverty.

Michigan State Univ., East Lansing. Center for Urban Affairs

Report No—RR-7

Pub Date Apr 71

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, College Instruction, Course Descriptions, *Course Evaluation, *Economic Disadvantage, *Education, Educational Innovation, Experimental Curriculum, *Interdisciplinary Approach, Minority Groups, Negro Education, Negro Students, Questionnaires, *Race, Racial Factors, Social Factors, Social Problems, Team Teaching

The undergraduate course evaluated in this Research Report was viewed as experimental because it synthesized two collegiate educational concepts: 1) multidisciplinary context and 2) an accompanying multidisciplinary teaching staff. The objective of the course was to study the complex relationship which exists between race, education and poverty, and to examine their effects on rural and urban America. The purpose of the report is to summarize the results of a student evaluation of the course. The questionnaire and subsequent evaluation included five major areas: 1) general evaluation, 2) teaching assistants, 3) course content, 4) grading and examinations, and 5) student interest and perception. The evaluation report indicates the similarities and differences between black and white students on an evaluation questionnaire. Partial results were: 1) general agreement as to value of multidisciplinary approach, and 2) black students tended to be more critical of the course. The Appendix section of the booklet contains, 1) The Questionnaire, 2) Responses: Percentage Breakdown by Race, 3) Means and Standard Deviation: Presented as Totals and with Race Breakdowns, 4) A List of Speakers and their Topics, and 5) A Recommended Reading List. (Author/AWW)

ED 056 945 SO 002 052

Nesbitt, William A.

Interpreting the Newspaper in the Classroom: Foreign News and World Views.

Foreign Policy Association, New York, N.Y.

Pub Date 71

Note—202p.

Available from—Foreign Policy Association, 345 East 46th Street, New York, New York 10017 (\$2.50; Paperback)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Classroom Materials, *Current Events, Instructional Materials, Mass Media, News Media, *Newspapers, *Press Opinion, Public Affairs Education, Resource Guides, Secondary Grades, *Social Studies, Teaching Techniques, *World Affairs

This classroom text is intended to assist teachers in educating students as consumers of the mass media, especially in messages from abroad. The subject has two major aspects: 1) the student's own limitation, and 2) the effects of human frailty in gathering and presenting the news. The newspaper is emphasized over other news media in this book. Several articles provide discussions on the intellectual background on the press, the processing of news, evaluation of the press, and comparative case studies of news coverage. Suggestions for in- and out-of-class exercises are the focus of one whole chapter, and the final chapter consists of five readings: 1) "How to Use Daily Newspapers," 2) and 3) texts of recent speeches prompted by criticism of the press, 4) "The Press and the Bay of Pigs," and 5) "Communication Analysis and Comprehensive Diplomacy." The contents of the book are suited for direct classroom presentation, either by incorporation in discussions or reading assignments. (Author/AWW)

ED 056 946 SO 002 053

Henderson, John W. And Others

Area Handbook for Oceania.

American Univ., Washington, D.C. Foreign Area Studies.

Report No.—DA-PAM-550-94

Pub Date 9 Jul 70

Note—564p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$4.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Area Studies, Art, *Developing Nations, Economic Climate, *Foreign Culture, Geography, Governmental Structure, History, Institutions, Religion, Social Characteristics, Social Structure, Values

Identifiers—American Samoa, Educational Systems, Guam, *Oceania

This handbook is designed to be useful to people who need a convenient compilation of basic facts about the social, economic, political and military institutions and practices of Oceania countries. The title Oceania refers to the land areas of south-central Pacific. However, in the handbook the scope is limited mainly to most of Melanesia, most of Polynesia, and a few islands ordinarily grouped as part of Micronesia. An effort has been made to deal with the political, social, economic, and military trends in these countries since World War II. There are no attempts to make U.S. policy recommendations toward these countries. An extensive bibliography is provided to assist in more detailed information. (Author/AWW)

ED 056 947 SO 002 054

Kaplan, Irving And Others

Area Handbook for the Republic of South Africa.

American Univ., Washington, D.C. Foreign Area Studies.

Report No.—DA-PAM-550-93

Pub Date 28 Feb 70

Note—842p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$4.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*African History, *Area Studies, *Economics, Education, Foreign Relations, Geography, *Governmental Structure, Institutions, Mass Media, Military Organizations, Political Science, Religion, Social Structure, *Social Systems, Values

Identifiers—Educational Systems, *South Africa, South West Africa

This volume is one of a series of handbooks designed to be useful to military, and other personnel who need a convenient compilation of basic facts about the social, economic, political, and military institutions and practices of various countries. The emphasis is on objective descrip-

tion of the nation's present society and the kinds of possible or probable changes that might be expected in the future. This book is based on a sampling of many published sources, cited in a 40 page bibliography. Also appended is a glossary of Afrikaans and English terms. Another appendix, on South West Africa (Namibia), is included because the Republic of South Africa continues to treat it as a province although its League of Nations mandate was terminated by the United Nations. (Author/DJB)

ED 056 948 SO 002 055

Weil, Thomas E. And Others

Area Handbook for Uruguay.

American Univ., Washington, D.C. Foreign Area Studies.

Report No.—DA-PAM-550-97

Pub Date 21 Aug 70

Note—435p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$3.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—American History, *Area Studies, Courts, *Developing Nations, Economics, *Foreign Culture, Geography, Governmental Structure, Institutions, *Latin American Culture, Mass Media, Military Organizations, Religion, Social Systems, Values

Identifiers—Educational Systems, *Uruguay

This volume is one of 62 in a series of handbooks designed to be useful to military and other personnel who need a convenient compilation of basic facts about the social, economic, political, and military institutions and practices of various countries. The emphasis is on objective description of the nation's present society and the kinds of possible or probable changes that might be expected in the future. A bibliography is provided to permit recourse to other published sources. Also included is a glossary of Spanish words and phrases, as well as an index. (Author/DJB)

ED 056 949 SO 002 056

Blutstein, Howard I. And Others

Area Handbook for Cuba.

American Univ., Washington, D.C. Foreign Area Studies.

Report No.—DA-PAM-550-152

Pub Date Mar 70

Note—494p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$3.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—American History, *Area Studies, Communism, Courts, Demography, *Developing Nations, Economics, Ethnic Groups, *Foreign Culture, Geography, Governmental Structure, Guides, History, Institutions, *Latin American Culture, Military Organizations, Religion, Social Structure, Social Systems, Values

Identifiers—*Cuba, Educational Systems

This volume is one of a series of handbooks designed to be useful to military and other personnel who need a convenient compilation of basic facts about the social, economic, political, and military institutions and practices of various countries. It is intended to be an objective description of the nation's present society, especially since the resolution of 1959, and the kinds of possible or probable changes that might be expected in the future. It was compiled from information available in openly published materials. A bibliography of sources of more detailed information is provided in the appendix, as well as a glossary of Spanish words. (Author)

ED 056 950 SO 002 058

Blutstein, Howard I. And Others

Area Handbook for Honduras.

American Univ., Washington, D.C. Foreign Area Studies.

Report No.—DA-PAM-550-151

Pub Date 6 Nov 70

Note—231p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—American History, *Area Studies, Courts, *Developing Nations, Economics, *Foreign Culture, Geography, Governmental

Structure, History, Institutions, *Latin American Culture, Military Organizations, Religion, Social Systems, Values

Identifiers—Educational Systems, *Honduras

This volume is one of 62 in a series of handbooks designed to be useful to military and other personnel who need a convenient compilation of basic facts about social, economic, political, and military institutions and practices of various countries. This handbook seeks to supply an integrated and comprehensive exposition and analysis of the entire society of Honduras while keeping interpretations and judgments to a minimum. A glossary of Spanish terms used in the text is provided, as well as an index. (Author/DJB)

ED 056 951 SO 002 062

Course of Study for the High School Psychology

Elective, Working Copy.

Montgomery County Public Schools, Rockville, Md.

Report No.—Bull-248

Pub Date Feb 71

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Sciences, Course Content, Course Descriptions, Course Objectives, Discussion (Teaching Technique), *Elective Subjects, *Human Relations Units, Inductive Methods, Lecture, Mental Health, *Psychology, Role Playing, Secondary Grades, *Social Studies Units, Teaching Guides

Identifiers—High School Psychology Elective

This course provides support, within broad limits, to the teacher who chooses any of the following objectives: 1) familiarization of students with the enduring ideas and problems of psychology; 2) data gathering and analysis skills; and, 3) knowledge of the psychological principles in human relations. Similarly, the intent is that the course of study support a variety of instructional approaches: lecture, group discussion, inductive strategies, and role playing. It is clear that in terms of classroom activities the present working copy of the course of study is not complete. The modules are developed by relating each of several areas within psychology to topics chosen for their importance and their probable interest to students: 1) Perception, Motivation and Emotion, Learning, Thinking, Developmental Aspects, Personality, Group and Societal Influences, and Neuropsychology; to 2) Conflict, Identity, Prejudice, Human Control, and Man and Technology. (Author/AWW)

ED 056 952 SO 002 084

Steinitz, Victoria

How Children Categorize Social Stimuli. Final Report.

Joint Center for Urban Studies, Cambridge, Mass.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No.—BR-8-A-022

Pub Date Sep 71

Grant—OEG-1-8-0031-058

Note—82p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Childhood Attitudes, Classification, Cues, Housing, Jobs, *Role Perception, Social Class, Social Influences, *Socialization, Social Status, Social Structure, *Socioeconomic Status, Suburban Youth, Urban Youth

Identifiers—Social Research, *Sociological Studies

This study investigated the kinds of dimensions that children use to compare and contrast two sets of social stimuli—houses and jobs. The research was based on the assumption that obtaining knowledge of how similarity structures are formed for social domains would be useful in explaining the development of personal preferences and conceptions of social status. Free sort and triad procedures, and preference and importance rank orders were used to explore the ways in which 120 fourth and seventh graders from urban and suburban areas categorized houses and jobs. The younger children grouped pairs of houses with similar details and pairs of jobs with similar functions. The older children used a greater variety of different criteria to group the stimuli and were more likely to sort the total array on the basis of a single attribute. Explicit social status categories were used infrequently by all children. Status was an important determinant of preferences and important ranks. Urban children

liked more houses than did suburban children—perhaps reflecting an attempt to minimize their own distance from the top. Job preferences and importance rank orders resembled adult occupational prestige rankings. While social status knowledge increased with age, even the older children were more likely to select glamorous jobs as ideals than high status ones. (Author/JLB)

ED 056 953 SO 002 097

Kourilsky, Marilyn

The Use of an Adversary Approach in Teaching Economics.

South-Western Publishing Co., Cincinnati, Ohio.

Report No.—Monogr-122

Pub Date Jan 70

Note—86p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Debate, Discussion (Teaching Technique), *Economic Education, Economic Factors, Government Role, Inductive Methods, Policy Formation, *Politics, *Public Policy, Resource Guides, Secondary Grades, *Social Studies Units, Teaching Guides
Identifiers—Adversary Approach

The purpose of this monograph is to present a five step paradigm for the secondary school teacher on how to employ debate as a teaching tool: 1) basic idea of what debate is and the objective of formal debate; 2) the role of the affirmative and negative in presenting cases; 3) the function and purpose of the rebuttal period; 4) information on the debate procedure or actual mechanics; and, 5) helpful administrative and clerical hints on the how, when, and where. The second major objective is to apply the paradigm to nine propositions of government policy that commonly emanate from the subject matter of an economics course: strengthening public enterprise, equity, creeping inflation, balanced budget, agriculture, business, labor: restraining economic power, labor: compulsory union membership, and international trade. It is assumed there that teachers may lack bibliographic sources, but desire source materials on both sides of the propositions discussed, consequently sources are included. It is also assumed that these different views will emanate from and be expressed by the students not imbued by the teacher. The monograph was written in response to a 45 to 60 minute interview with each of 33 teachers of economics in a large metropolitan school district. (Author/SBE)

ED 056 954 SO 002 102

Gross, Richard E.

The Social Studies Teacher: Agent of Change.

Stanford Univ., Calif.

Pub Date 27 Nov 71

Note—20p.; Speech presented at the Annual Conference, National Council for the Social Studies, Denver, Colorado, November 27, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Change Agents, Citizen Participation, Community Relations, Democratic Values, *Educational Change, Educational Innovation, Parent School Relationship, Parent Teacher Cooperation, School Systems, *Social Change, *Social Studies, Speeches, Student Participation, Systems Analysis, Teacher Characteristics, *Teachers

Can educators be effective change agents, and if so, how? Let's consider our opportunities from three viewpoints: 1) the social setting of the school; 2) the school systems themselves; and, 3) the teacher. Within the social setting, one of the most important limitations to change is the resistance of many parents. The new curricula and approaches will be largely stillborn unless we can convince patrons of the efficacy of key elements. As to institutional blocks, we find, among others: standardized tests, nationally produced texts, accreditation rules; bureaucratic structure of schools; and lack of economic pressure to change. As to teachers: 1) teachers are relatively isolated from one another; 2) lack of any real assessment of efforts; and, 3) teachers tend to be fairly conventional and conservative. Some steps toward strengthening the teacher's impact are: 1) encourage policy of employing, and appropriately rewarding, change agents in the schools; 2) differentiated staffing and differentiated rewards; 3) freer communication and brainstorming; 4) democratization of the school systems and classrooms; and 5) strengthened cooperation with parents and other concerned laymen. Two books are recommended for social studies teachers:

Beyond Freedom and Dignity, and Without Marx or Jesus. (Author/JLB)

ED 056 955 SO 002 107
Bibliography of Legal Education Materials. PDE Working Paper.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of General and Academic Education.

Pub Date Jul 71

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, Audiovisual Aids, City Problems, *Civil Liberties, Elementary Grades, *Law Instruction, Legislation, Multimedia Instruction, *Public Affairs Education, Publications, Resource Guides, Secondary Grades, *Social Problems, *Social Studies, Youth Problems

This list is of print and non-print materials that may have application to legal education for elementary and secondary grades. Types of print materials include student texts, periodicals, and pamphlets, curriculum materials, and books, both hardbound and paperback. Non-print materials include sound films and filmstrips and pre-recorded tapes. (Author/DJB)

ED 056 956 SO 002 115

Marien, Michael

Futures Documentation Projects Worldwide:

Provisional Annotated Listing, August 10, 1971.

Working Draft.

Syracuse Univ. Research Corp., N.Y. Educational

Policy Research Center, Syracuse, N.Y.

Pub Date Sep 71

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Directories, Economic Research, Educational Change, Educational Policy, Films, Human Resources, Natural Resources, Organizations (Groups), *Prediction, *Social Change, Social Planning, Technological Advancement
Identifiers—*Futurology, Peace

This annotated, worldwide listing of 42 individuals and organizations represents an initial attempt to define ongoing futures documentation activity in its broadest sense. Due to the limited resources available, the list is incomplete, and descriptions of projects sketchy. As additions and changes appear in quantity, notices will be published in the World Future Society Bulletin. Annotations include mention of publications and reports already completed by the author or organization, as well as ongoing activities and future plans. Scope of the listing covers both general futures groups, such as the World Future Society, and special topics, such as education, peace research, technological change, and world resources. Subject, source nation, and individual name indices to the listing are provided. (Author/JLB)

ED 056 957 SO 002 119

Bolton, Charles K. Corey, Kenneth E.

A Selected Bibliography for the Training of

Citizen-Agents of Planned Community Change.

Revised Edition. Exchange Bibliography #206.

Council of Planning Librarians, Monticello, Ill.

Pub Date Aug 71

Note—32p.; Revised edition of Council of Planning Librarians Exchange Bibliography No. 125 of April 1970

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Action Programs (Community), Bibliographies, *Change Agents, College Programs, *Community Change, Community Development, Community Involvement, Community Organizations, Community Relations, *Community Study, *Professional Training, School Community Cooperation, Social Planning, Urban Environment, Urban Studies
Identifiers—CHART, *Community Human and Resources Training Program

The purpose of this bibliography has been to develop an operational resource to persons wanting to become effective community change agents. It is used in conjunction with the community-training activities of the University of Cincinnati's Community Human Resources Training (CHART) Program, described in the introduction to the bibliography. The bibliography is classified into twelve sections, each with primary and ad-

vanced parts. The distinction between these has to do with a simple graduation of basic general reference materials ranging to more complex, specialized, and theoretical materials. The first six sections are concerned with the major substantive functions of the community; their sequence is from the "soft" to the "hard" activities of the community. The next two sections focus on community interrelationships. The next three sections are organized around selected community change processes. The last is devoted to the philosophical bases of planned community change. (Author/DJB)

ED 056 958 SO 002 120

Conflict in the Middle East. Conflict in the Middle East Teacher's Manual.

Tufts Univ., Medford, Mass. Lincoln Filene System for Citizenship and Public Affairs.

Pub Date 69

Note—64p.

Available from—Division of Secondary Social Studies, The Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Medford, Massachusetts 02155 (\$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Classroom Games, *Conflict, Developing Nations, *Foreign Policy, Foreign Relations, *Middle Eastern History, Political Science, Role Playing, Secondary Grades, Simulation, World Affairs, *World Problems
Identifiers—Middle East

The simulation game "Conflict", stressing decision making in foreign policy, has several specific objectives which are: 1) to demonstrate the complexity of decision making in foreign policy; 2) to raise questions on foreign relations; 3) to make students aware of problems in world affairs; 4) to help students understand relationships that exist between nations; and, 5) to gain insight into the difficulty of putting theory into actual practice. Conflict in the Middle East is a brief narrative history of this area from 1971 to 1969 designed to be read by secondary students approximately one week before participating in the game "Conflict" which can be played in three or four class periods of about one hour each. The Teacher's Manual, a guide to the international relations game, is arranged in three major parts. Part I, "Foreign Policy and the International System", defines and explains the objectives of foreign policy. Determinants, themes, instruments, and decision making patterns are listed as key components upon which to conduct the game. Part II presents an organized framework within which the Middle East conflict has developed and may be experienced in game format. Specific suggestions, for activities and their schedules are presented. Part III contains supplemental materials; summary statements, news releases, and sample forms are included for reproduction by the teacher. (SJM)

ED 056 959 SO 002 129

The Age of Majority: Guidelines for Local Districts.

Michigan State Dept. of Education, Lansing.

Pub Date [Jul 71]

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age, Alcohol Education, Citizenship Responsibility, *Civics, *Civil Liberties, Contracts, Curriculum Development, Economic Education, Educational Needs, Labor Legislation, *Legal Responsibility, Secondary Grades, Smoking, *State Curriculum Guides, *State Legislation, Voting, Voting Rights
Identifiers—*Michigan

By state law, the age of majority was lowered to 18 as of 1972. This pamphlet consists of general guidelines for curricula and school programs in response to questions regarding the implications of the new legislation. For example, school districts are requested to re-examine their civics courses in light of new voting age. It is also recommended that they incorporate within their curriculum structure a means by which students may acquire information about and an understanding of: contracts as they apply to personal and real property and insurance; consumerism and economic theory; labor legislation and unions; criminal and civic law proceedings; mental commitment and medical treatment; and, alcohol and tobacco use. (DJB)

100 Document Resumes

ED 056 960

SO 002 137

Haller, Elizabeth S., Comp.

1971 Supplement to American Diversity: A Bibliography of Resources on Racial and Ethnic Minorities for Pennsylvania Schools.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date 71

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—African American Studies, *American Culture, American Indians, *Annotated Bibliographies, Audiovisual Aids, Biographies, *Ethnic Studies, Fine Arts, Group Relations, *Intergroup Education, Jews, Literature, Mexican Americans, *Minority Groups, Puerto Ricans, Resource Guides, Social Studies, United States History

Identifiers—Oriental Americans, Pennsylvania Germans

This 1971 supplement to American Diversity included many new materials on minorities which have been published since the original bibliography (ED 054 031). The original format has been used with entries for major ethnic and racial groups listed alphabetically under separate categories: Social Interpretation, History, Biography, Arts (Art, Drama, Music and Literature), Fiction, Bibliographies and Teaching Resources, and Audio-Visual Materials. The other sections are not sub-divided, but titles in these sections are marked with the appropriate category. Addresses are given for the few publishers not listed in the current Books in Print, and an appropriate grade level is indicated by code letters. (Author)

ED 056 961

SO 002 149

Report of the White House Conference on Youth.

White House Conference on Youth, Washington, D.C.

Pub Date 71

Note—305p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Business Responsibility, *Civil Liberties, Civil Rights, Conference Reports, Drug Abuse, *Economic Disadvantage, Educational Problems, Employment Problems, Environment, *Foreign Relations, Government Role, Humanism, Political Attitudes, Program Proposals, *Race Relations, Social Attitudes, *Social Problems, Values, World Problems

Identifiers—Selective Service, *White House Conference on Youth

The proposals reported here evolved out of the conference held in Estes Park, Colorado April 18-22, 1971 to find new approaches to ten major issues, and new ways for youth between the ages of 14 and 24 to become more involved in the decision-making processes of the social and political institutions of the United States. 918 youth delegates were invited to represent the national demographic variables: geography, race, sex, age, and current status with respect to school, work, or unemployment; they tended to be actively involved in their communities. The power structure was represented by 500 invited adults from education, business and industry, labor, media, religion, foundations, national organizations, and the arts. Over 500 proposals are included here on: 1) the Draft, National Service, and Alternatives; 2) Drugs; 3) Economy and Employment; 4) the Environment; 5) Foreign Relations; 6) Legal Rights and Justice; 7) Poverty; 8) Race and Minority Group Relations; and, 9) Values, Ethics, and Culture. In summary, there were six apparent themes that ran through all of the work of the conference: 1) Youth Involvement, Rights, and Representation; 2) Community, Self-Control and Participation; 3) Equality and Pluralism; 4) Libertarianism as a freedom to choose one's own way of life; 5) Humanization: individual, social, and economic; and, 6) Humanitarianism. (Author/SBE)

ED 056 962

SO 002 158

Consumer Education Bibliography.

New York Public Library, N.Y.; Office of Consumer Affairs, Washington, D.C.

Pub Date 71

Note—199p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Audiovisual Aids, Childrens Books, Consumer Economics, *Consumer Education, Consumer Science, Elementary Grades, Environmental Influences, Instructional Materials, Money Management, Pollution, Resource Guides, Secondary Grades

This second edition, annotated bibliography contains over 4,000 books, pamphlets, periodical articles, audiovisual aids, and teacher materials relating to consumer interests and consumer education. The recent proliferation of materials has made it impossible to produce an exhaustive listing. The authors instead have attempted to provide an overview of the field which will be useful to consumers, educators, school and public libraries, and community information centers. Major categories in the bibliography are: consumer classics; consumer and the economy; consumer behavior; consumer protection; fraud, deception and other consumer concerns; agencies and organizations providing services and sources of redress for consumers; consumer and the environment; money management; consumer goods and services; consumer education; and childrens' books. A subject index is provided. ED 037 560 is the first edition of the bibliography. (Author/JLB)

ED 056 963

SO 002 218

Lewis, Darrell R., Wentworth, Donald

Games and Simulations for Teaching Economics.

Joint Council on Economic Education, New York, N.Y.

Pub Date Jun 71

Note—71p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (\$1.75)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Classroom Games, *Educational Games, Elementary Grades, Games, Game Theory, Resource Guides, Secondary Grades, *Simulation, *Social Sciences, *Social Studies

This annotated bibliography, prepared primarily as a guide to elementary and secondary teachers, represents a substantial revision of a 1968 bibliography distributed by the Joint Council (ED 045 465). It is divided into seven parts. Part I is a selected listing of articles and references relating to the use of educational games and simulations in economics and other social sciences. Part II is an annotated survey of the limited research that has been done in the area of social science games and simulations. The third part is an annotated listing of all games and simulations currently available in economic education. Part IV contains a selective list of other more complete and publicly available bibliographies in the general area of games and simulations. Part V describes the professional organizations in the field. Interested teachers may want to become members of the organizations or receive information on current developments in the field. Part VI identifies journals and newsletters in the field that can be obtained by subscription or request. Finally, Part VII identifies the names and addresses of publishers and/or distributors of the exercises identified in this bibliography. (Author/JLB)

ED 056 964

SO 002 222

Laubenfels, Jean, Comp.

Ethnic Studies.

Ohio Education Association, Columbus. Association Referral Information Service.

Pub Date 71

Note—38p.; Annotated Bibliography Series Available from—Association Referral Information Service, Ohio Education Association, Columbus, Ohio (Single Copy, Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Culture, American Indians, Annotated Bibliographies, Chinese Americans, *Cultural Pluralism, *Curriculum Development, Elementary Grades, *Ethnic Groups, *Ethnic Studies, Filipino Americans, Group Relations, Higher Education, Japanese Americans, Jews, Mexican Americans, Negroes, Puerto Ricans, Resource Guides, Secondary Grades, Social Studies

Seventy-two publications, ranging from ERIC documents to journal articles are annotated in this selective bibliography, one of 18 in a series.

It is designed for educators who are developing and teaching curriculum materials that deal with American subcultures and their relationships. Included in the selections are program descriptions and resource materials. Others in the series are: SO 002 223 and SO 002 224. (DJB)

ED 056 965

SO 002 223

Poli, Rosario, Comp.

Humanities in the Classroom.

Ohio Education Association, Columbus. Association Referral Information Service.

Pub Date 71

Note—32p.; Annotated Bibliography Series Available from—Association Referral Information Service (ARIS), Ohio Education Association, Columbus, Ohio (Single Copy, Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Objectives, Annotated Bibliographies, *Cultural Enrichment, Curriculum Development, Educational Development, Educational Programs, Elementary Grades, *Humanism, *Humanities Instruction, Literature Reviews, Resource Guides, Secondary Grades, *Socialization, Values

One of eighteen in a series, this annotated bibliography includes 64 publications that deal with the humanities and humanizing formal instruction at all instructional levels. Citations include recent ERIC documents, journal articles, and books. Others in the series are: SO 002 222 and SO 002 224. (DJB)

ED 056 966

SO 002 224

Laubenfels, Jean, Comp.

Social Studies Instruction.

Ohio Education Association, Columbus. Association Referral Information Service.

Pub Date 71

Note—35p.; Annotated Bibliography Series Available from—Association Referral Information Service, Ohio Education Association, Columbus, Ohio (Single Copy, Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, Civics, *Curriculum Development, Curriculum Evaluation, Curriculum Research, Educational Objectives, Elementary Grades, Interdisciplinary Approach, Resource Guides, Secondary Grades, *Social Sciences, *Social Studies, *Social Studies Units, *Teacher Education, Teaching Methods

This selection of social studies articles and books includes many references stressing the value of appropriate elementary grade instruction and emphasizing the need to move away from the traditional academic discipline boundaries. This annotated bibliography is one of a series of 18. Others are: SO 002 222 and SO 002 223. (Author/DJB)

ED 056 967

SO 002 257

World Religions. Senior Division.

Ontario Dept. of Education, Toronto.

Pub Date 71

Note—28p.

Available from—Ontario Department of Education, Publications Office, Mowat Block, Queens Park, Toronto 182 Canada

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biographies, Christianity, Curriculum Guides, Fine Arts, *Humanities, Inquiry Training, Interdisciplinary Approach, Islamic Culture, Judaism, *Religion, Religious Cultural Groups, *Religious Education, Resource Guides, Secondary Grades, Seniors, *Social Studies Units, Surveys, Teaching Guides, Thematic Approach

Identifiers—Canada, Hinduism

This curriculum guide provides a general view of the various considerations governing a senior year or high school course in world religions. An early section on objectives sets out some of the aims of a course in world religions. It states that the particular aim should be the development of a sympathetic understanding of the meaning of different religions and their effect on the life and thought of their adherents. At a more personal level, such a course should help a student to clarify his thinking on some of the fundamental questions about himself and his relationship to his fellow man, to the universe, and to the concept of a transcendent order. In the next section, Designing a Local Course, some of the implications of these aims are explored in a general discussion of teaching strategies, materials, learning activities, and points of view. Five possible

ways of organizing a course are suggested: inquiry, biographical, survey, the arts, and a thematic approach. Teachers will probably prefer to draw from several of these in constructing a course. Also included are general comments and suggestions on five different religions—Hinduism, Buddhism, Judaism, Christianity, and Islam. The choice of these religions is not intended to be restrictive but to give a general idea of the type of considerations that should govern the planning and development of a course. (Author/JLB)

SP

ED 056 968

SP 004 747

Kleine, Paul F.

From Learning a Theory to Theorizing About Learning.

Chicago Univ., Ill. Graduate School of Education. Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—Occas-Pap-3

Pub Date Jun 70

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Objectives, *Educational Practice, *Learning Theories, Methods Courses, *Teacher Education, Teacher Education Curriculum

This paper discusses how the contributions of psychology may be fruitfully applied to the problem of teacher education and describes a curriculum offering designed and implemented to illustrate the author's conclusions regarding theory and practice. Conclusions from the discussion section are 1) teacher training problems can be seen as emerging from the realm of the practical rather than the theoretic; 2) the contribution of theory to problems in the practical realm needs to be understood in terms of both its constructive and vitiating elements; 3) eclectic operations are required in dealing with problems emerging from the practical realm. Goals set up for the teacher education experience are to provide school-based illustrations of the learning process, to help teacher trainees make explicit their own assumptions about the learning process, and to aid teacher trainees in an understanding of the role of theory and practice in teaching. The second half of the paper describes a curriculum designed to achieve the foregoing goals—a 3-week unit inserted into graduate methods seminars in each of six subject matter areas, the unit focusing on the process of learning the particular discipline. The unit for the foreign language group is outlined in detail including a list of readings and description of discussions and video tape recordings. The seminar unit is then evaluated in terms of broader implications for teacher education. (JS)

ED 056 969

SP 004 748

Bouchard, John B. Nelson, Kenneth G.

A Pupil-Oriented and Individualized System of Education (Poise Model) Guidelines for Implementation. Working Paper.

Southwest New York Association for the Improvement of Instruction; State Univ. of New York, Fredonia. Coll. at Fredonia.

Pub Date Jan 71

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College School Cooperation, Curriculum Development, Differentiated Staffs, Educational Resources, *Individualized Instruction, Information Systems, *Models, *School Organization, Ungraded Classes

Identifiers—*POISE Model, Pupil Oriented and Individualized System

This working paper presents guidelines for implementation of a school reorganization model designed to facilitate the individualization of instruction. The POISE model (Pupil Oriented and Individualized System of Education) is presented as it was developed for use by the Southwestern New York Association for the Improvement of Instruction and the Teacher Education Research Center of the State University at Fredonia in cooperation with participating schools which agreed to identify and undertake changes in school organization including reassignment of staff, pupils, resources, and facilities in accordance with the patterns of reorganization identified for facilitation of work with individual

pupils. Each component of the model is described in detail. Basic components include 1) curriculum decision-making responsibilities at team, school, and system level for the professional staff; 2) development of a school information system to provide appropriate data for individualizing instruction; 3) development of an individualized reporting system; 4) a system of instruction which seeks optimum individualization; 5) the development of differentiated staff roles; 6) the assignment of learners to an ungraded instructional pool; 7) reallocation of space and facilities; and 8) a high degree of school-community involvement. Included are a 20-item bibliography and a 13-item list of illustrative sources of information about individualized instruction. (JS)

ED 056 970

SP 004 749

Behling, Herman E., Jr.

Toward a Partnership in Teacher Education.

Improving State Leadership in Education, Denver, Colo.; Maryland State Commission on Interracial Problems, Baltimore.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Oct 70

Note—33p.

Available from—Improving State Leadership in Education, 1362 Lincoln Street, Denver, Colorado 80203 (single copy free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agency Role, *College School Cooperation, Interinstitutional Cooperation, Leadership, Methods Courses, Program Costs, *State Departments of Education, State Programs, *Student Teaching, *Teacher Education Identifiers—*Teacher Education Centers

This in-depth study of the teacher education center movement in Maryland begins with a discussion of the need for change and the forces and circumstances which contributed to that change. It also describes in considerable detail the program which resulted in the teacher education centers of Maryland, outlines the structure of a typical teacher education center, and identifies some of the major problems encountered with some possible pitfalls which might be avoided. A final section describes the role of the State Department of Education in its leadership function for the improvement of teacher education programs in the state, traces the developments which made such a role possible, and outlines plans for the future. A breakdown of costs for a proposed 5-year state-sponsored student teaching program is included. (RT)

ED 056 971

24

SP 005 203

Clothier, Grant M. Hudgins, Bryce B.

Unique challenges of Preparing Teachers for Inner-City Schools: Progress and Prospects.

ERIC Clearinghouse on Teacher Education, Washington, D.C.; Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-8-0490

Pub Date Aug 71

Contract—OEC-0-8-080490-3706(010)

Note—26p.

Available from—Mid-Continent Regional Educational Laboratory, 104 E. Independence Ave., Kansas City, Mo. 64106 (\$0.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Individualized Instruction, *Inner City, Paraprofessional School Personnel, Reading Skills, *Teacher Characteristics, *Teacher Education, *Teacher Programs, Teacher Supply and Demand, *Urban Education

During the 1960's, there was growing awareness that without competent teachers who understand the problems of ghetto life, further deterioration of the educational process was virtually assured. The first half of this paper traces the growth of this awareness through the writings of leading educators and through an examination of teacher education programs which were established to implement their proposals. These include Project 120 at Hunter College, the Associated Colleges of the Midwest Urban Semester Program, the Inner-City Teacher Education Project in Missouri, the Syracuse University Urban Teacher Preparation Program, the Inter-Institutional Program Development Project, the Sausalito Teacher Education Project (STEP), and the Cooperative Urban Teacher Education Program (CUTE). The second part of the paper

deals with future prospects for inner-city teacher education and examines the challenges facing the teacher, economic factors affecting teacher supply and demand, and the desirable characteristics of inner-city teachers. The need for exposure to inner-city conditions during training is emphasized, as are the problems of language and communication, reading skills, individualized instruction, and the increased use of paraprofessional personnel. (MBM)

ED 056 972

SP 005 300

Baird, Leonard L.

Teaching Styles: An Exploratory Study of Dimensions and Effects.

Educational Testing Service, Princeton, N.J.

Report No.—RB-71-44

Pub Date Jul 71

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *College Teachers, *Junior College Students, *Student Attitudes, Student Reaction, Student Teacher Relationship, Teacher Behavior, *Teaching Styles

A model of teaching behavior as a role contract between teacher and student is proposed. The first dimension of the model, subject strategy, is based on the behaviors the instructor thinks are important and which he attempts to reward. His interests determine his choice of a didactic, generalist, or researcher subject strategy. The next two dimensions deal with the procedures of the classroom role. The first is the degree of student response. The next is concerned with relative clarity or ambiguity of teachers' expectations. The final dimension is concerned with the degree of warmth shown by teachers to students. Indexes designed to measure student perception of the dimensions in the model were developed and related to various criteria in a large sample of 2-year college students. These criteria included faculty ratings, students' sense of progress, satisfaction, and college achievements. The indexes were related to these criteria in expected ways, the generalist, researcher, and warmth indexes typically having positive correlations, and ambiguity having negative correlations. (Author/RT)

ED 056 973

SP 005 333

Hite, Herbert

The WWSC Clinical Program for Teacher Education.

Southeast Educational Center, Seattle, Wash.;

Western Washington State Coll., Bellingham.

Pub Date 6 Apr 71

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Clinical Professors, Cooperating Teachers, *Elementary School Teachers, *Field Experience Programs, Inservice Teacher Education, Instructional Systems, *Performance Criteria, Practicums, *Preservice Education, *Teacher Education Curriculum

Identifiers—Teaching Centers

In the last 2 years, the Education Department at Western has developed an alternative to the standard program leading to initial teaching certification. The alternative is a Clinical Program based on the ComField Elementary Teacher Education Model. The new program is operational at the six Southeast Center Schools of Seattle. Instructional packages have been developed and an evaluation instrument has been prepared. The program has five major components: 1) inservice training for supervising teachers; 2) the entry program, a combination of observation and seminars for career decision-making; 3) the foundations component, which is now largely a sequence of standard college courses offered on the WWSC campus; 4) the laboratory component, in which students complete the instructional packages and demonstrate competencies in the classroom; and 5) the practicum, in which students become interns and may be certified. The faculty for the Clinical Program consists of two clinical professors, about 35 supervising teachers, and a Resident Center Director. The total cost of the program is about 50 percent lower than the per-quarter cost of student teaching in the standard program. (A list of performance objectives for the laboratory component of the program and an abstract of the proposal for a clinical teaching center in a public school are included.) (RT)

102 Document Resumes

ED 056 974 SP 005 348

McMillan, N. M.

A Model For a Performance Based Elementary Teacher Education Program at Shaw University. Final Report, Part II.

Shaw Univ., Raleigh, N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-8036

Pub Date Jun 71

Grant—OEG-09-43806-4320

Note—200p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Development, Educational Needs, *Elementary School Teachers, Masters Degrees, *Preservice Education, *Teacher Education, *Teacher Education Curriculum, Teaching Skills

This is the second part of a report on the elementary teacher education program at Shaw University. It contains a description of the current program for elementary education majors, a review of six models for elementary teacher education, a review and synthesis of three models most applicable to Shaw University proposed changes in the undergraduate program for elementary teachers, and the master's program in elementary education. Other sections deal in some detail with 1) an innovative project to motivate seventh and eighth grade students in selecting their own learning activities, 2) a survey of the likes and dislikes of seventh and eighth graders, 3) report on S.R.A. test series data, 4) report on Gray's paragraph reading test data, 5) report on charrette experiences, 6) a summary of causes on joyless school moments, 7) the charrette evaluation, 8) summary of innovative project, 9) developing a hierarchy of content suitable for achieving behavioral objectives, 10) an historical approach to educational objectives, 11) modern educational objectives 12) introductions to four demonstrations, 13) hierarchy of content for Phase II of the educational project, 14) innovative modules, and 15) model summaries. Part I of the report is ED 044 354. (MBM)

ED 056 975 SP 005 357

Sutman, Francis X., Ed.

What Kind of Environment Will Our Children Have?

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 71

Note—86p.; Proceedings of the AACTE/OAS Conference on Education and the Environment in The Americas, Washington, D.C., October 19-22, 1970

Available from—AACTE, 1 Dupont Circle, N.W., Washington, D.C. 20036 (\$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Conference Reports, *Ecology, *Environmental Education, Interdisciplinary Approach, International Programs, *Teacher Education

This collection of speeches is divided into five parts. In Part I, Paul Brandewein outlines 13 basic propositions on the environment and how man has violated them, and then suggests a strategy for change. In Part II, Herminio Lugo Lugo discusses the education campaign which Puerto Rico has mounted to confront pollution; E. Wesley Menzel outlines three broad areas for consideration in designing new environmental education programs; and Fabio Heredia-Cana discusses man's lack of respect for his environment. In Part III, two critical topics receive scrutiny: urbanization, in a speech by Paul Peachey, and population education, in a paper by Stephen Viederman. A third paper, by Maria T. Cano offers ideas on materials for population education in the schools. Part IV presents two views on environmental education. George E. Lowe emphasizes the need for a nationwide program, while Edward H. Seymour notes the responsibility of each individual for environmental balance and discusses industry's role. Part V contains four brief descriptions of current programs and research in environmental education, with speeches by Richard Miller, J. Leonard Johnson, Alan M. Voelker, and Richard M. Bingman. Conference recommendations for preservice general and professional education of teachers and for graduate and inservice teacher education emphasize the multidimensionality of environmental studies and the need for an interdisciplinary

nary approach. (A list of conference delegates and participants is included.) (RT)

ED 056 976 SP 005 358

Training, Recruitment and Utilization of Teachers in Primary and Secondary Education. Country Case Studies: Germany, Belgium, United Kingdom.

Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.

Pub Date 69

Note—291p.

Available from—OECD Publications Center, Suite 1305, 1750 Penna. Avenue, N.W., Washington, D.C. 20006 (single copy \$5.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Career Opportunities, *Teacher Education, *Teacher Recruitment, *Teacher Salaries, *Teacher Supply and Demand Identifiers—Belgium, Germany, United Kingdom

This is one of a series of studies on the training, recruitment, and utilization of teachers in member countries of the Organization for Economic Cooperation and Development. This volume deals with Germany, Belgium, and the United Kingdom. The section on Germany (129 pages) has chapters on the German educational system, trends in the demand for and supply of teachers, factors accounting for changes in numbers of teachers, the age and sex structure of the teaching force, the training of teachers, the output of teacher training institutions, the utilization and deployment of qualified teachers, and working conditions and wage policy. The section on Belgium (45 pages) is in French with no translation. The chapters deal with training teachers, financial aid for students at teacher training institutions, recruitment of teachers, promotion opportunities, and retirement regulations. The section on the United Kingdom (133 pages) is in three parts: 1) England and Wales—educational system, demand and supply of teachers, training and retraining of teachers, recruitment policies and the quota, career structure of teaching and conditions of work, the demand for teachers, methodology of forecasting the demand and supply; 2) Scotland—educational system, training of teachers, quantitative data; 3) Northern Ireland—educational system, demand and supply of teachers, training arrangements, and quantitative data. Related documents are SP 005 359 through SP 005 364.

ED 056 977 SP 005 365

Macagnoni, Virginia M.

Social Dimensions of the Self As An Open System: A Curriculum Design. Strategies for Implementation.

Florida Educational Research and Development Council, Gainesville.

Pub Date Sep 69

Note—72p.; Research Bulletin, v5 n2

Available from—J.B. White, Executive Secretary, Florida Educational R&D Council, College of Education, Univ. of Florida, Gainesville 32601 (\$1.00, discount on quantity)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Self Concept, *Self Evaluation, *Social Characteristics, *Social Development, *Teacher Education, Teacher Role

This bulletin presented an overall strategy in three parts directed toward the development of the individual as a social being, capable of building and enhancing his social properties. The social properties of the self are defined as: 1) identity, 2) acceptance and love, 3) play, 4) intelligence, 5) resource orientation, 6) work orientation, and 7) authority orientation. Part I of the project contains the definition of the seven social properties in the form of terminally stated behaviors, and a battery of questions which are directly related to and emerge from them. Part II is the delineation of an overall conceptualization process, defining perceiving-mediating-valuing processes, in which the individual student is to engage in the building of the seven social properties. Part III is concerned with the role of the teacher directed toward the development of the individual as a human being. This section has three major objectives: 1) to provide the teacher with a self-evaluation tool to assist in determining individual degrees of readiness for attempting the type of teaching called for; 2) to outline a strategy for implementation of the major ideas in the project; and 3) to furnish one or more models of teaching units addressed to a particular social

property, stated behaviorally and delineated as a sub-strategy. An extensive bibliography is included. (MBM)

ED 056 978 SP 005 367

Strasser, Ben B. And Others

Teaching Toward Inquiry.

Los Angeles County Superintendent of Schools, Calif.; National Education Association, Washington, D.C. Center for the Study of Instruction.

Pub Date 71

Note—90p.

Available from—NEA Publications-Sales Section, 1201 - 16th Street, N.W., Washington, D.C. 20036 (Stock No. 381-11982; \$3.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Cognitive Processes, *Educational Objectives, *Inquiry Training, *Teaching Techniques

This book is intended to offer the teacher practical classroom ideas. The first chapter suggests two approaches in teaching children to inquire and compares the three modes of teaching—didactic, Socratic, and inquiry. The second chapter considers the problem of what people do as they inquire and the relationship between data and theory, which are the products of inquiry. Methods of organizing and using data and of validating theory are discussed. Internal and external constraints are listed, as well as the role of individual values as a counterbalance to these constraints. The third chapter contains some illustrative problems suitable for classroom inquiry and covers the following types of problem: questions, unknowns, conflicts, discrepancies, decisions to be made, incongruities, inconsistencies, ideas to be created, "I don't understand's," and techniques to be mastered or designed. Teacher behaviors are discussed as are various ways of interacting with students to facilitate their growth as inquirers. The fourth chapter deals with the importance of objectives and provides a number of examples for teachers and students. There are two appendixes, the first consisting of a brief sketch of an inquiry lesson which was part of a unit in science and the second describing a 30-hour program designed to reach rather specific objectives in helping teachers develop skills in teaching toward inquiry. (MBM)

ED 056 979 SP 005 368

Chapman, Richard F.

Production of Specified Terminal Performances in Every Student in Undergraduate Psychology Courses.

Washington State Univ., Pullman.

Pub Date 71

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Course Organization, Grading, *Higher Education, Psychology, *Teaching Methods

Identifiers—*Contingency Management

Students from an undergraduate course in the experimental analysis of behavior and from an honors section and a night class section of introductory psychology were exposed to a contingency program designed to produce the same specified terminal performance in every student. The principles underlying the course administration, scheduled activities, assignments, quizzes, and course grades were explained to the students at the initial class meeting. The subject matter for each course was divided into weekly units, and each student was given a unit assignment sheet consisting of approximately 30 questions. A quiz consisting of a sample of nine or ten questions taken directly from the assignment sheet was given weekly. Activities or quizzes could be repeated as many times as necessary to obtain a minimum grade of "B." With the exception of two students who obtained a grade of "B," all students obtained an "A" as their final course grade. Responses to a course evaluation questionnaire indicated that students clearly understood their responsibilities, felt the grading was fair, felt their comprehension of the subject matter was above average, and were stimulated to take other undergraduate psychology courses. (Author/RT)

ED 056 980 SP 005 374

Cianciolo, Patricia J.

Feasibility of Instructional Modules in Teaching Children's Literature to Undergraduate Students. An Interim Report.

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date May 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activity Units, *Course Organization, *Education Courses, Elementary School Teachers, Performance Criteria, *Preservice Education, Student Evaluation

A course in children's literature for prospective elementary school teachers used two new educational strategies: first, the basis of the course was a set of performance-based instructional modules; second, the overall style of the class was similar to a modified open classroom approach. Each student was asked to complete at least one performance-based module for each of ten areas of children's literature. Each individual module included a stated behavioral objective, a list of proposed activities, reference materials, and evaluation experiences. Class activities included group discussions, demonstrations, and small-group activities. Each student was asked to keep a journal of his responses to each piece of reading done. A teacher-made objective test on children's literature was administered to the students at the end of the term. The mean score was 80 percent. Subjective evaluation by students, which included analysis of journal entries and an attitude test, indicated a positive reaction to the course and to the use of instructional modules. (Several sample modules are included.) (RT)

ED 056 981

SP 005 377

Provat, Richard

A Follow-Up Study of the Participants from the Multi-Cultural Teacher Training Institute.

Pub Date Apr 71

Note—11p.; Presented at the American Personnel and Guidance Assoc. Convention, Atlantic City, N.J., April 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Teachers, *Changing Attitudes, *Cultural Differences, *Personal Growth, *Sensitivity Training

This study determined if there were any significant difference in attitudes toward self, towards others, and towards teaching between a group of new teachers who had been exposed to sensitivity training and a group who had not been exposed and also checked differences between pretest, posttest, and follow-up scores. The experimental group of 41 teachers and the control group of 50 were divided into the following groups: total, secondary, elementary, white, black, and Mexican-American. The four instruments used were the Teaching Evaluation Record, Minnesota Teacher Attitude Inventory, Personal Orientation Inventory, and the Philosophies of Human Nature-Scale. Findings showed that the experimental secondary group was significantly better than the control group. The total and elementary experimental group were significantly different from the control groups on the Personal Orientation Inventory for the factor inner-directed, existentiality, and capacity for intimate contact. The factors for inner-directed, synergy, acceptance of aggression, capacity for intimate contact, and self actualization were almost consistently significant. There appeared to be a hierarchy of attitudes with change occurring first in attitudes about self and then in attitudes towards teaching. (MBM)

ED 056 982

SP 005 379

Webb, Alfred Bert

Effects of the Use of Behavioral Objectives and Criterion Evaluation on Classroom Progress of Adolescents.

Pub Date Aug 71

Note—86p.; Dissertation presented to the Graduate Council of The University of Tennessee Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Behavioral Objectives, Comparative Analysis, Evaluation Criteria, Grade 8, *Individualized Instruction, *Junior High School Students, Mathematics Instruction, *Student Attitudes, *Student Behavior, Student Evaluation

This study examines the effect of an instructional process using behavioral objectives and criterion evaluation upon the classroom behavior, academic achievement, and attitudes of 22 eighth-grade students identified by their mathematics teachers as being disruptive. The experimental design consists of four conditions:

baseline, treatment, return to baseline, and return to treatment. The teachers were trained to write behavioral objectives and to employ criterion evaluation during the treatment conditions. An observation schedule was used to record three categories of classroom behavior: task relevant, time off task, or disruptive behavior. A pretest and posttest sequence and periodic academic tests were used to measure achievement. A grader corrected classwork, homework, and examinations in an attempt to remove the personal bias of the teacher. A semantic differential was also administered to measure changes in subject attitudes. Friedman's nonparametric analysis of variance showed significant differences between Condition One and Condition Two and between Condition One and Condition Four in all three categories of classroom behavior. When applied to achievement data, the Friedman test revealed significant differences between all four conditions. No significant differences were found in the attitudes of subjects. (Appendixes include data tables and copies of the observation, schedule and attitude test used.) (RT)

ED 056 983

SP 005 381

Helburn, Suzanne W. And Others

Colorado TTT Estes Park Conference Report.

Social Science Education Consortium, Inc., Boulder, Colo.

Spans Agency—Colorado Commission on Higher Education, Denver.

Pub Date Nov 71

Note—126p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum Development, Educational Change, *Effective Teaching, *Preservice Education, *Program Descriptions, *Teacher Education, *Teacher Educator Education

Identifiers—Colorado

This conference report is organized to follow the conference schedule and includes edited versions of three papers, as well as of the final plenary session. The paper by Suzanne Wiggins Helburn is titled "Trends and Issues in Teacher Education in Colorado" and summarizes the trends which were indicated by a survey of the state programs. Topics considered included innovations in the curriculum and general program characteristics in both college and university programs and in school based programs, the preservice curriculum, optimum use of the education labor force, and change agents and external financing. The paper by Donald N. Bigelow, "Freedom, Process, and Colorado," considers the changing interpretation of freedom in an educational context, the importance of the individual, and the problems involved in bringing about the desired changes. Elwyn Richardson compares trends in education in England, New Zealand, and the United States, pointing out that good, unstructured teaching calls for far more work on the part of the teacher than formal education does, and describing instances of successful teaching. The question and answer sessions which followed each of these papers are also included. Appendixes list the conferences participants, conference staff, and schedule, and also include a directory of alternative teacher education programs in Colorado. (MBM)

ED 056 984

SP 005 382

Gold, Milton J.

Community Participation in Teacher Education: A TTT Innovation. A Survey of Community Participation in Selected TTT (Training of Teachers of Teachers) Projects.

City Univ. of New York, N.Y. Hunter Coll.

Pub Date Oct 71

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Cooperation, *Community Involvement, *Minority Groups, *Minority Group Teachers, *Teacher Educator Education, *Teacher Educators

This paper is based on the author's direct experiences with the Hunter College TTT program, on visits to other TTT projects, and on conversations with personnel participating in them. Projects visited included those at Temple University, University of Chicago, Northwestern University, Washington University in St. Louis, San Fernando State College, San Jose State College, Berkeley Public Schools, the University of Washington, and a meeting of the Southwest cluster. Conversations were held with the project director in

most cases and with community representatives, students, teachers, and university faculty where possible. The topics discussed were 1) representation of the community, 2) nature of community participation, 3) experiences in the community for trainees, 4) issues of power and parity, 5) attitudes toward community participation, 6) impact of community participation, and 7) institutionalization of community participation. It appeared that community members have given real assistance in recruiting minority group candidates to teacher education at all levels, have helped orient teacher candidates and faculty members to the community on a personal level, and have shared in setting goals and sometimes in direct instruction. Although the projects have involved friction and trauma, almost all project directors attest to the worth of extended participation. (MBM)

ED 056 985

24

SP 005 383

Elmore, Randy F.

The Effects of Teaching Prospective Teachers the Conditions for Rule Learning in the Social Sciences. Final Report.

Auburn Univ., Ala.

Spans Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-1-D-038

Pub Date Sep 71

Grant—OEG-4-71-0033

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Concept Teaching, *Educational Research, *Elementary School Teachers, *Preservice Education, Social Sciences, *Teacher Education

Identifiers—Gagne (Robert M)

This study determined the effects of teaching prospective teachers Gagne's conditions for rule learning. Forty-eight students in the Social Sciences Methods Course for Elementary Teachers at Auburn University were randomly arranged in two groups. Both groups learned to develop a teaching unit to teach concepts, while only the experimental group received the conditions for rule learning treatment. This treatment consisted of a multi-level program called PROMOD. Following the treatment, the subjects in both the experimental and control groups were asked, as a posttest, to teach a child a social science concept from the "Man: A Course of Study" curriculum. Finally, videotapes of the teaching performances were analyzed by a team of observers. The major conclusions were that 1) there was a significant relationship between teaching prospective teachers the conditions for rule learning and their rule teaching behavior at the .01 level of significance, 2) there was not a significant relationship between the conditions for rule learning and the rule teaching behavior of prospective teachers who are not taught the conditions, and 3) there was not a significant relationship between the achievement level of prospective teachers as determined by grade point average and rule teaching performance. (Author/MBM)

ED 056 986

SP 005 384

Unkel, Esther R.

A Study of the Laboratory Approach and Guided Discovery in the Teaching Learning of Mathematics by Children and Prospective Teachers.

Florida Atlantic Univ., Boca Raton.

Spans Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-9-D-033

Pub Date Sep 71

Grant—OEG-4-0-190033-0051-057

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discovery Learning, *Elementary School Mathematics, Elementary School Teachers, *Manipulative Materials, Mathematics Teachers, *Methods Courses, *Preservice Education, Teacher Education, Tutoring, Underachievers

This study tested 1) whether instruction based on guided discovery, the use of expensive manipulative aids, and maximum pupil participation increases achievement in mathematics for pupils in grades 1-6; 2) whether a program based largely on learning through activity and guided discovery is effective in the training of prospective teachers enrolled in the methods course in

mathematics for the elementary teacher. The pupils were selected by classroom teachers as being underachievers in mathematics on the basis of standardized tests and observations. These pupils were tutored twice weekly by undergraduates enrolled in the methods class. Twenty-nine of the 66 pupils in grades 1 through 6 completed the full 9-month period, the others missing one quarter of instruction because they could not attend at a time when it was possible for an undergraduate to tutor them. A total of 72 undergraduates were included. Each was given a pretest to determine his basic mathematical knowledge, followed by a posttest at the end of the quarter. The t test was used to determine the exact degree of improvement. Results showed that there was a significant difference in achievement for the children in grades 1, 2, 3, 5, and 6. There was no difference in grade 4. There was a statistically significant improvement in knowledge of basic mathematical concepts for undergraduates enrolled in the methods course. (Author/RT)

ED 056 987

SP 005 385

Roberson, E. Wayne

Developing Observation Systems.

Pub Date 70

Note—49p.

Available from—Educational Innovators Press, Box 13052, Tucson, Ariz. 85711. (\$1.95, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Affective Behavior, *Classroom Observation Techniques, *Interaction Process Analysis, *Lesson Observation Criteria, *Measurement Techniques, *Self Evaluation

The first three chapters of this booklet describe the utilization of observation as a measurement technique, the types of observation systems available, and the necessary components of an observation system. The second part focuses on the following four commonly used observation systems: 1) primary reading checklist, 2) student affective behavior checklist, 3) interaction analysis observation system, and 4) teacher self-appraisal observation system. Each system is analyzed in terms of the following components: 1) common communication structure, 2) coding procedures and format, 3) analysis, 4) ground rules, 5) coding unit, 6) method of observation, and 7) establishing reliability. A final chapter discusses the ways in which these systems can be utilized as evaluative tools for gathering feedback related to the teaching-learning process. (MBM)

ED 056 988

SP 005 386

Hierarchy for Goals and Objectives.

Pub Date 71

Note—66p.

Available from—Educational Innovators Press, Box 13052, Tucson, Ariz. 85711

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Affective Objectives, *Cognitive Objectives, *Educational Objectives, *Guidelines, *Performance Specifications

This booklet presents guidelines and procedures to facilitate the development and writing of performance objectives at different levels of specificity. Chapter 1 contains a brief review of performance objectives. Chapter 2 reviews behavioral variables under the three headings of cognitive variables, affective variables, and psychomotor variables. Chapter 3 deals with critiquing performance objectives. Chapter 4 describes the development of a program structure. Chapter 5 deals with performance objective elements at different levels of specificity. Appendixes include descriptions of instructional and institutional variables, answers to test items in chapters 1, 2, 3 and 5, and practice forms. (MBM)

ED 056 989

SP 005 387

Sourcebook for Implementing Accountability.

Educational Innovators Press, Tucson, Ariz.

Pub Date 71

Note—42p.

Available from—Educational Innovators Press, P.O. Box 13052, Tucson, Ariz. 85711. (\$1.95, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Educational Accountability, *Educational Objectives, *Inservice Teacher Education, *Performance Specifications, *Teacher Education

This booklet describes a systematic procedure for determining learner needs in the form of a hierarchy of learner performance objectives. A determination is made of the effectiveness of educational programs currently being implemented to meet these needs and of how changes in the programs might more effectively meet learner needs by developing a hierarchy of process objectives. Chapter 2 deals with staff development and inservice training with suggested resources, organization, and motivation for inservice training; alternate ways of implementing the training program, representation of levels of the educational system, establishment of a hierarchy of performance objectives, and systematic format for writing performance objectives, criteria for a performance objective, and development and writing of process objectives. Chapter 3 deals very briefly with the establishment of monitoring and audit procedures. Chapter 4 considers the assessment of outcomes and determination of needs, and Chapter 5 deals with budget allocations. (MBM)

ED 056 990

SP 005 389

Sylvester, Mark T. And Others

A Cooperative College-School Elementary Science Program.

Cooperative Elementary Science Study Committee of Plymouth State Coll. and New Hampshire Supervisory Union 48.

Spons Agency—Spaulding-Potter Trust, Concord, N.H.

Pub Date 71

Note—29p.; Submitted to the Program for Distinguished Achievement Awards of the American Association of Colleges for Teacher Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cooperating Teachers, *Elementary School Science, *Elementary School Teachers, School Districts, *Teacher Education, *Teacher Improvement

Science educators from Plymouth State College and elementary teachers from New Hampshire's Supervisory Union 48 organized as a cooperative committee to develop a program: 1) to stimulate and assist New Hampshire school districts in modernizing their elementary school science programs by providing a model program for their observation, modification, and eventual adoption; and 2) to update the preparation of elementary science teachers so that they might better teach their pupils and serve as supervising teachers for student teaching programs. Plymouth State College agreed to conduct a 30-week institute to train these teachers in teaching elementary science, specifically in the use of ESS materials. The school boards within the Union agreed to send their teachers to the institute and to implement the program in 1972. The program was financed by a special program grant for a local charitable organization, the Spaulding-Potter Trust. The institute is being evaluated through pre and post measures of the participants' understandings of and attitudes towards science. Written critiques and open feedback on the methods and materials presented in the institute are evaluated as they are used by the participants in their elementary classrooms. (Author/MBM)

ED 056 991

SP 005 390

Kay, Patricia M. And Others

Performance Based Certification.

City Univ. of New York, N.Y. Office of Teacher Education.

Report No.—CUNY-71-7

Pub Date Jun 71

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Educational Research, Effective Teaching, Evaluation Methods, Microteaching, *Performance Criteria, *Teacher Certification, *Teacher Education, Teacher Evaluation

This annotated bibliography contains 115 citations ranging in date from 1957 to 1971. References are divided into five sections: 1) teacher certification and selection; 2) teacher education; 3) modeling, feedback and audiovisual media techniques; 4) observation, measurement, and evaluation; and 5) research on teacher characteristics. When available, ERIC, author, AERA, or other abstracts have been included with the citation. (RT)

ED 056 992

SP 005 393

Ziebarth, Raymond A. Jones, Virginia C.

Secondary Education Individualized Instruction Project. A Curriculum/Instruction Study Project. SEIIP Report No. 3.

Nebraska Univ., Omaha.

Pub Date Aug 71

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Course Objectives, Course Organization, Education Courses, *Individualized Programs, *Performance Criteria, *Preservice Education, *Secondary School Teachers, Student Evaluation

The Secondary Education Individualized Instruction Project is an attempt to place the preservice course, SED 351—Teaching in Secondary Schools, on an individualized mode, using a systems-oriented, competency-based approach. During the summer session of 1970, the specification of course objectives and development of instructional packers was accomplished. The course material was divided into 12 units. The package for each unit contained the following elements: student directions, statement of objectives, assignment sheets, supplementary reading materials, and criterion checks. The materials were field tested during the fall semester of the 1970-71 academic year. The major management and record-keeping procedures were also developed during that period. During the spring semester of the same year, a study was conducted in which student achievement and attitudes under the individualized and traditional methods of instruction were compared. No significant difference was found in achievement or achievement gain between both groups, but students in the individualized group were found to have a significantly more positive attitude toward the course. (This final report includes material previously presented in Report Nos. 1 and 2. Appendixes contain copies of forms used, a list of course objectives, and data tables from the comparative study.) (RT)

ED 056 993

SP 005 396

English, Fenwick W. And Others

Evaluating the Effects of Implementing a Differentiated Teaching Staff: Problems and Issues. A Tentative Position Paper for Use in Project Evaluation.

Mesa Public Schools, Ariz.

Pub Date Nov 71

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Differentiated Staffs, Elementary Schools, *Evaluation Methods, Junior High Schools, *Pilot Projects, *Program Evaluation, *Research Design, School Personnel

Since the inception of the Arizona-Mesa Differentiated Staffing Project in June 1970, the project staff was charged with the responsibility of evaluating the effects of the changes brought about as a result of implementation in three pilot schools. It was found that experimental-design research in an ongoing social system was extremely difficult because of inability to control internal and external variables. After reviewing various methods used to evaluate social innovations, the staff decided on a combination of the case-study technique advocated by Weiss and Rein and the quasi-experimental design advocated by Campbell. Factors jeopardizing internal and external validity were identified and tentative research designs were outlined for five questions. The questions involved comparing project and non-project schools in relation to student achievement, school climate, staff attitudes, teacher ability to perform tasks specified in the original proposal, and degree of actual staff differentiation. Each research design specifies a hypothesis, data-gathering instruments, dependent and independent variables, and statistical treatment. (RT)

ED 056 994

SP 005 397

Alvir, Howard P.

How to Clarify Classroom Instructional Goals Through Performance Objectives.

Pub Date Nov 71

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Career Planning, Curriculum Development, *Educational Objectives, Feedback, *Performance Criteria, Systems Approach, *Vocational Education

This document defines a performance objective as a clear and measurable learning outcome. Performance objectives are equated with behavioral objectives. This definition is translated into a system that permits teachers to exchange ideas. The operation of the system is demonstrated

using as an example six teachers developing a course in auto mechanics. The relationships between classroom objectives, students' career objectives, and industry's manpower and skill needs are examined and implications are drawn for the development of career education and training programs. The place of performance objectives in an overall systems approach to education is discussed with emphasis on the need for evaluation and feedback. The document concludes with an outline of the possible distortions of performance objectives and a listing of techniques for using them properly. (Author/RT)

ED 056 995 SP 005 400

Sarathy, Joseph A.

Educational Renewal: An Inclusive, Process-Oriented Model of Leadership Development. An Occasional Paper Developed by the Project Kansas 76 Staff.

Kansas State Dept. of Education, Topeka.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 71

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consortia, *Cooperative Programs, *Educational Change, *Interinstitutional Cooperation, *Leadership Training

This paper describes a leadership development model which departs radically from the traditional leader preparation programs. Leadership is perceived not as a complex of skills and characteristics accruing to an individual but as the initiation and maintenance of an ongoing process of self and organizational renewal. The process envisioned involves a consortium of various education agencies, including university and state department personnel, teachers, administrators, students, and community members. This broad involvement, plus the capability to institutionalize the process through program approval, certification, and accreditation procedures offers real promise for significant and lasting relevance and accountability. The renewal process would occur simultaneously in all the participating agencies, which would ensure continuing adaptability and flexibility to changing needs on the part of educators and those who prepare and certify them. The model offers an opportunity to institutionalize planned change across a broad spectrum from preparation to practice. (MBM)

ED 056 996 SP 005 401

Greenfield, Phyllis O.

Educators' Placement Guide.

National Center for Information on Careers in Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date Jan 72

Note—42p.

Available from—Educators' Placement Guide, NCICE, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009 (single copy free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Teachers, *Employment Opportunities, *Job Applicants, *Occupational Guidance, *Secondary School Teachers

This guide answers some of the questions involved in obtaining employment in education and provides help in locating positions. The 11 sections are 1) trends in education staffing, including supply and demand, shortage areas, and special needs; 2) basic certification requirements, and the individual to contact in each state; 3) advice for inexperienced and experienced teacher candidates; 4) state government services for prospective educators; 5) state education association services for prospective educators; 6) association placement services for elementary and secondary educators; 7) professional and private placement agencies; 8) independent, federal, and international opportunities; 9) clearinghouses for positions with innovative schools; 10) nonteaching careers in education with state departments of education, the U.S. Office of Education, commercial firms including textbook publishers and multimedia and curriculum development firms, and educational research facilities, including regional educational laboratories and research and development centers; and 11) graduate fellowships and assistantships for returning to school. Five appendixes include a letter of inquiry, a

letter of application, a sample resume, addresses of federal job information centers, and requirements for aliens teaching in the United States. (MBM)

ED 056 997 SP 005 402

Shapiro, Bernard J. Shapiro, Phyllis P.

The Relationship Between Satisfaction and Performance in Student Teaching.

Pub Date [71]

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Effective Teaching, *Performance, *Student Attitudes, *Student Teachers, *Student Teaching

The present study explored the relationship between student teacher satisfaction with the classroom internship and the assessment of the student teacher's classroom performance by the master teacher. Subjects were 50 college women randomly selected from seniors enrolled in the teacher education program of a 4-year Catholic liberal arts college. Following the subjects' 6-week experience in an elementary public school, each of the 50 master teachers was asked to rate her student teacher's overall classroom performance as either unsatisfactory, marginal, below average, average, above average, or outstanding. Each of the student teachers was asked to respond to a 32-item questionnaire developed by Ostreicher and Aikman to measure the degree of satisfaction with the student teaching experience. Results showed that those student teachers seen as either "outstanding" or "unsatisfactory" by their master teachers are the least satisfied, while higher levels of satisfaction are characteristic of student teachers in the "average" ranges. Further, item analyses revealed that although the high performing and low performing student teachers are about equally dissatisfied with their experience, the basis for each group's dissatisfaction is not the same. It is suggested that student teaching programs should be more individualized with respect to level of experience and degree of responsibility. (RT)

ED 056 998 SP 005 403

Jennings, Luther And Others

Competencies of Teachers and Interns: Implications for Teacher Education.

Occidental Coll., Los Angeles, Calif.

Pub Date 71

Note—14p.; Paper presented at California Educational Research Association annual meeting, 1971, Los Angeles

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Effective Teaching, *Elementary School Teachers, *Student Attitudes, *Teacher Attitudes, *Teacher Evaluation, *Teacher Experience

The purpose of this study was to determine the degree and type of differences in teaching competencies between a group of experienced teachers and interns on four dimensions: 1) ability to effect gains in achievement of pupils in mini-lessons with specific behavioral objectives, 2) the quality of the teaching process in teaching the mini-lessons, 3) ability to solve simulated classroom incidents, and 4) attitude toward and perceptions of the teacher's role. Comparisons were made between 22 elementary school teachers and 15 college students selected from a group of 150 volunteers who had no formal education courses or teaching experience. Teaching quality and ability to solve simulated incidents were judged by several experienced professors of education; pupil achievement was measured by a subject-oriented test; attitude toward teaching was assessed using three standardized tests. Results indicated that although the experienced teachers were rated more effective in teaching, there were no differences in the ability of the two groups to bring about intended behavioral change in subject matter. Secondly, the interns scored higher in their ability to solve simulated teaching problems. Lastly, the interns tended to emphasize the role of a teacher as a motivator more and as a communication specialist significantly less than did the experienced teachers. Implications are drawn for competency-based programs. (Author/RT)

ED 056 999 SP 005 404

Allred, Wallace E. Baird, J. Hugh

Team Student Teaching: Theory and Research.

Brigham Young Univ., Provo, Utah. Coll. of Education.

Pub Date Apr 71

Note—12p.; Working paper No. 4

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Research, Preservice Education, *Secondary School Teachers, Social Studies, *Student Teaching, *Team Teaching

A study conducted to determine the effect of students who were assigned to student teach as a member of a two or three-man team used a sample of 48 social studies majors preparing for secondary school certification randomly selected from all such potential student teachers in the Individualized Secondary Teacher Education Program (I-STEP) at Brigham Young University during fall semester 1969-70. Solo and team student teachers were compared on data gathered in three categories: 1) performance in nine areas on pre and post student teaching videotaped 15-minute lessons; 2) classroom interaction using Verbal Interaction Category System; 3) self and cooperating teacher ratings on questionnaires relating to perceived growth in teaching knowledge, skills, and attitudes. The analysis generally favored the student teaching teams over their solo counterparts. It was noted that team student teaching, compared to solo experiences, allows for greater individualization of teaching and student learning, changes the self-image of prospective teachers positively, provides additional teacher models and helpful peer evaluation, aids trainees in maintaining composure during stress situations, permits significantly greater involvement of school children in learning tasks, encourages more frequent and appropriate teacher reinforcement behavior, and yields less teacher initiated talk. (RT)

ED 057 000 SP 005 405

Marland, S. P., Jr.

An Interim Accounting.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Commissioner of Education.

Pub Date Nov 71

Note—14p.; Speech presented before the Annual Meeting of the Chief State School Officers, Louisville, Kentucky, November 16, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agency Role, Disadvantaged Youth, *Educational Improvement, *Educational Programs, *Federal Aid, *Federal Programs, State Departments of Education, Statistical Data

The new approach to educational renewal in the Office of Education involves the key element of concentration. Instead of giving piecemeal grants, all discretionary funds within OE have been concentrated in one division in order to assist a limited number of school systems to install totally new programs involving all aspects of the school. Each site will be funded for a 5-year period, after which it should be able to continue with combined state and local assistance. Each site will have about 10 schools, all of them in areas where there are large concentrations of disadvantaged children. A locally-developed needs assessment will be the basis for the package of programs funded by OE. Proposals must conform to three criteria: 1) evidence of state and local commitment, 2) comprehensiveness, 3) program objectives stated in precise measurable terms. Initially the renewal sites will probably be identified by the states with final selection by OE. The state department will also house at least half the total number of "educational renewal extension agents." The agents would tie practitioners to federal, state, and local researchers. Another new program being planned at OE is called Common Core of Data for the 70's. Eventually it will provide an integrated system of educational statistics for federal, state, local, and institutional planning and management. (RT)

ED 057 001 08 SP 005 406

Soong, Robert K. And Others

Human Services Course Delivery Systems.

YMCA of Metropolitan Chicago, Ill.

Spons Agency—Committee of The Permanent Charity Fund, Inc., Boston, Mass.

Bureau No—BR-7-0329

Pub Date Sep 71

Note—39p.; Prepared by the staff of Career Options Research and Development as a supporting advisory document to the final report

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Innovation, *Human Services, *Learning Experience, *Social Services, *Teaching Methods, *Teaching Techniques

This paper deals with various teaching methods and techniques currently in use in junior colleges in the Chicago area including traditional as well as innovative methods. The basic assumption is that teaching and learning are both essential aspects of the same system. The human services field is defined as encompassing the basic area of social work where course delivery is as important as course content. The factors affecting human services education and the dichotomies and assumptions concerning learning are examined. The types of methodology considered include 1) learning model, 2) memorization vs. integration, 3) social sensitivity in group process; and 4) tradition in progressive teaching. The final section of the paper examines the lecture, the discussion method, and simulation and reality techniques under the headings of purpose, variations, advantages, cautions, syndromes, suggestions, and comments with the intention of suggesting ideas for possible learning experiences. (MBM)

ED 057 002

SP 005 407

Dever, Priscilla E.

Office of Education Funded Teacher Institutes and Teacher Fellowship Programs: FY 1965-FY 1969.

Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Pub Date 26 Aug 69

Note—163p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Federal Aid, *Federal Programs, *Fellowships, *Inservice Teacher Education, *Institutes (Training Programs), *Statistical Data Identifiers—Education Professions Development Act

The data on institutes and teacher fellowship programs used in this study were those which the Bureau of Educational Personnel Development had readily available; none were collected specifically for the Office of Program Planning and Evaluation. Areas in which data tables are presented and discussed are as follows: 1) types of organizations administering projects, FY 1969; 2) subject matter of funded projects, FY 1967 and FY 1969; 3) subject matter of funded projects by type of organization administering, FY 1969; 4) size and control of administering institutions, FY 1969; 5) type and control of administering institutions, FY 1965-68; 6) Gourman quality ratings of administering institutions, FY 1965-68 and FY 1969; 7) Gourman ratings of administering institutions by subject matter of projects, FY 1969; 8) Gourman ratings of institutions submitting project proposals, FY 1967; 9) obligations to 100 universities receiving the largest amounts of federal obligations, FY 1967; 10) projects by state, FY 1965-68 and FY 1969; 11) characteristics of participants and unsuccessful applicants, FY 1967. Since FY 1969 was the first year of operation of these programs under the aegis of the Education Professions Development Act and thus manifested some change in direction, comparisons have been made, where possible, between the FY 1965-68 period and FY 1969. (RT)

ED 057 003

SP 005 409

Hansen, John H. Anderson, Robert A.

Trainer's Manual: Interaction Analysis.

Oregon Univ., Portland.

Spons Agency—Northwest Regional Educational Lab., Portland, Ore.

Pub Date Dec 69

Note—220p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Course Content, *Curriculum Guides, *Interaction Process Analysis, *Teacher Education, *Teacher Workshops

This manual is a programmed developmental sequence to be used in providing inservice and preservice training for professional educators—teachers, supervisors, and administrators—in the techniques of interaction analysis. It is designed to implement a 30-40 hour program, which would ideally be enacted in three sessions over a span of several weeks. It is designed for use in a flexible workshop setting with a maximum of 30 participants per instructor. The developmental activities suggested present an increasingly intense involvement with the three phases of interaction analysis instruction: tallying, analysis and interpretation, and usage. The manual has been organized to cover in detail all aspects of the organization and administration of an interaction analysis

workshop. It provides the trainer with complete descriptions of each activity, including rationale, objectives, procedures, and materials; student materials for reproduction; and transparency copy for reproduction. Specific material lists appear with each activity description. A general list, including sources of the material and audiovisual equipment necessary to complete the program, is also included. (Author/RT)

ED 057 004

SP 005 410

Mood, Alexander M. And Others

How Teachers Make A Difference.

Office of Education (DHEW), Washington, D.C.

Bureau of Educational Personnel Development.

Pub Date 71

Note—173p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0813; \$1.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Environment, *Individual Development, *Individual Differences, *Teacher Attitudes, *Teacher Behavior

The seven papers in this book were prepared as the bases of discussions at a BEPD-sponsored conference which dealt with the ways in which teachers can make a difference in education. The conference was a followup to one held a year earlier on the topic, "Do Teachers Make A Difference." The implications which can be drawn suggest the need to make American education more heterogeneous so that students can be offered a number of valid alternative choices. Teachers also need alternatives, as some function best in a structured setting while others perform more effectively with fewer constraints. Programs and the assignment of teachers must be tailored to the needs and aspirations of individual students, and teachers must be trained for this. The individual papers included are 1) "How Teachers Make A Difference," by Alexander M. Mood; 2) "The Difference Teachers Make," by Philip W. Jackson; 3) "A Tool-Development Strategy for Research on Teaching," by N. L. Gage; 4) "Structure and Teacher Performance: A Prologue to Systematic Research," by Dan C. Lortie; 5) "New Directions for Research on Teaching," by Barak Rosenshine; 6) "A National Coordinated Program of Research on Teaching Effectiveness," by Ned A. Flanders; and 7) "Learning Environments-or-Rooms for Thought," by Lawrence M. Stolorow. (MBM)

ED 057 005

SP 005 411

Beck, Clive

Moral Education in the Schools. Some Practical Suggestions.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 71

Note—44p.

Available from—Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario (\$1.25)

Document Not Available from EDRS.

Descriptors—*Ethical Instruction, *Moral Values, *Personality Development, *Teaching Methods, Values

This document contains practical suggestions for moral education which, although tentative, are based to a considerable extent on classroom experimentation. There are three main sections. The first suggests a series of mini-courses to be incorporated in the school curriculum. It deals with personal and social values in general, human relations, decision making, human issues in the world today, and value theory, with a number of specific topics listed under each heading. The second chapter contains suggestions on teaching methodology and discusses three classification systems for moral assessment: 1) moral values, subdivided into interpersonal virtues and individual virtues; 2) moral components underlying a student's moral character; and 3) six moral stages through which students normally develop. These stages are simple authority orientation, simple independence orientation, limited conformity orientation, broad conformity orientation, process and contract orientation, and ultimate life goals orientation. The third chapter attempts to provide systematically a general theory of values through the consideration of moral diversity and moral relativism, the purpose of morality, moral and nonmoral values, the self and others, the favoring of an inner group, and the establishment of harmony between groups around the world. There is a brief bibliography. (MBM)

ED 057 006

SP 005 413

Owen, John D.

The Determination of Teacher Salary and Quality: An Econometric Analysis.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 71

Grant—OEG-2-7-061610-0207

Note—26p.; Report No. 117

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Public School Teachers, Statistical Analysis, Teacher Recruitment, *Teacher Salaries, Teacher Selection, *Teaching Quality

This paper applies the Carlsson-Robinson Theory of public employment wages to examine differences in salaries and quality of teachers using data from the Coleman Report. A modified Carlsson-Robinson model of quality determination is complemented with four testable hypotheses of salary determination. Teacher salaries were found to be determined by the level of per capita income in the systems employing them and by the salaries paid in competing occupations in the area. The local cost of living, the quality of the local labor force, and the quality of the teachers themselves were found to be statistically insignificant in determining differences in salary. The same analysis indicates that teacher quality is determined by the quality of the local labor supply and by the salaries offered to teachers. This result supports the view that school system officials do use their salary budgets to seek high-quality teachers and, moreover, that such teachers are attracted by those higher salaries. (Author)

ED 057 007

SP 005 414

Bailey, Gerald Douglass

Perceptions and Attitudes of Graduate Students Concerning Drug Use and Abuse in Elementary and Secondary Schools.

Nebraska Univ., Lincoln.

Pub Date 71

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Drug Abuse, *Education Majors, Elementary Schools, *Graduate Students, *Public Schools, Secondary Schools, *Student Attitudes, Student Characteristics, Surveys

A 25-item questionnaire was administered to 100 graduate students attending the 1971 spring session at the University of Nebraska. The survey participants represent six major departments which grant graduate degrees in education. Respondents were asked to indicate degree of agreement or disagreement with each of the 25 statements on a five-point scale. Information was also collected on variables such as sex, age, educational degree, marital status, religion, children, parent's occupation, and teaching background. Results for the total group and the various subgroups identified are analyzed with reference to the following four questions: 1) Is drug use and abuse a problem in the elementary and secondary public schools? 2) What kind of student is involved in drug use and abuse in the elementary and secondary public schools? 3) What factors have influenced the student to engage in drug use and abuse in the elementary and secondary public schools? 4) What can be done to solve the problem of drug use and abuse in the elementary and secondary schools? (Appendixes contain a copy of the questionnaire and tables of responses to each item.) (RT)

ED 057 008

SP 005 415

Teacher Evaluation: Interface on Learning.

Ohio Education Association, Columbus.

Pub Date 70

Note—182p.

Available from—Ohio Educ. Assoc., Printing and Mailing Division, 225 E. Broad St., Columbus, Ohio 43215 (single copy free to members; \$1.00 to nonmembers; quantity discounts)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Classroom Techniques, *Evaluation Criteria, *Evaluation Methods, *Self Evaluation, *Teacher Evaluation

This document contains papers from a variety of sources related to the topic of teacher evaluation. Following a brief introduction, chapter two provides a definition of evaluation. Chapter three outlines some current problems in appraisal and suggests a new approach. Chapter four contains

four models of appraisal procedure: classroom observations, rating scales, the Redfern Model, and the Battelle Self Appraisal Instrument. Chapter five is a review of research on teacher appraisal and teaching effectiveness. Chapter six is concerned with the analysis of research findings. Chapter seven is the official position paper of the Ohio Education Association on teacher evaluation. Chapter eight contains 17 specific suggestions for improving the ability of the individual to perform his assigned responsibilities. Chapter nine gives the teacher evaluation position of the New Jersey Education Association. Chapter 10 lists guidelines developed by the St. Louis Suburban Teachers Association. Chapter 11 includes a selected list of systems and resources on the evaluation of instruction and of educators. Chapter 12 contains the instruments for the evaluation program of the Akron Public Schools and Chapter 13 the program for the Toledo Public Schools. Chapter 14 lists examples of position descriptions. Chapter 15 contains material for administrative and supervisory evaluation, and Chapter 16 gives the fair dismissal standards of NEA. (MBM)

ED 057 009 SP 005 416

Lile, Kurt And Others

ESEA Title I: Instructional Aides Program.

Fremont Unified School District, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Note—112p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Job Training, Recruitment, Selection, Staff Role, *Staff Utilization, *Teacher Aides

Identifiers—Elementary and Secondary Education Act, ESEA Title I

The Title I Program in the Fremont Unified School District is located at two target schools. Currently there are 39 instructional aides employed. Aides were recruited through letters to parents and notices on shopping center bulletin boards in the target area. A committee including the principals of the two schools, the resource teachers, and a training teacher interviewed and selected participants. A formal training program was conducted for a period of 6 weeks, 4 hours daily, by a target school principal and an experienced teacher. Trainees received instruction in academic as well as general education topics. The instructional aides are used in classrooms and pull-out programs to give individualized instruction to identified students in language arts and mathematics. They also perform other routine duties for the teacher. The resource teachers are responsible for the supervision of the total program in each target school; they hold weekly service meetings for the instructional aides so that their education is on-going. The program is evaluated by aides, teachers, principals, resource teachers, and reading and math specialists. Aides are observed monthly by the resource teacher and principal and evaluated yearly by the teacher. (The report includes copies of forms used in recruitment, placement, and evaluation and copies of some curriculum materials used in the training program.) (RT)

ED 057 010 SP 005 417

Brodsky, S. M.

Improving the Skill of Two Year College Engineering Technology Faculty in Working with Disadvantaged Youth. Final Report.

City Coll. Research Foundation, New York, N.Y.; City Univ. of New York, Brooklyn, N.Y.; Brooklyn Coll.

Spons Agency—New York State Education Dept., Albany.

Pub Date Mar 71

Note—135p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Faculty, *Community Colleges, *Disadvantaged Youth, *Summer Institutes, *Teacher Attitudes, *Teacher Education

OBJECTIVES: To provide a matrix of factual information based on research and expert opinion, provide a variety of experiences, provide opportunities for the demonstration of specific techniques, and disseminate findings to the technical education community. **DURATION:** Summer Institute, August 17 - August 28, 1970; Follow-up Program, August 29, 1970 - January

31, 1971. **AUDIENCE:** Community college engineering technology faculty, 18 male, 2 female. **CURRICULUM:** Understanding the backgrounds, problems, viewpoints, and aspirations of black and Puerto Rican students, ghetto communities and community agencies, and teacher attitudes. **TEACHING METHODS:** Large and small group sessions, workshops, videotape, visits to community programs, discussions, films, and reading. **MATERIALS:** The play, "The Me Nobody Knows." **EVALUATION:** Includes daily evaluations by participants during Summer Institute, periodic meetings with key consultant personnel, large group evaluation and critique session on final afternoon of Institute, evaluations by key consultant personnel after Summer Institute, and questionnaire completed by participants at end of Follow-up Program. **MODIFICATIONS:** Include earlier approval decision to facilitate recruiting, increase to 30 participants, assignment of major readings in advance, use of smaller panels, 2 days for ghetto visits, the addition of role-playing, and orientation meetings for participants. (MBM)

ED 057 011 SP 005 419

Seifein, Naim A. Peng, Samuel S.

Are Teachers Prepared for Their Jobs: A Survey of the Behavioral-Empirical Preparation of Teachers.

State Univ. of New York, Fredonia. Coll. at Fredonia.

Spons Agency—Cord Program, OAC.

Pub Date Aug 70

Grant—OEG-1-7-071015-3909

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Sciences, *Degree Requirements, Educational Psychology, Educational Sociology, Preservice Education, *Research Skills, *Surveys, *Teacher Education Curriculum

An analysis of literature relating to the professional preparation of teachers found general agreement that the teacher's role involves planning instructional materials, meeting individual needs of the pupils, and assessing pupil progress and that playing this role requires a strong behavioral science orientation. However, results of a survey based on a sample of 72 teacher training institutions in the states of New York, New Jersey, Massachusetts, and Pennsylvania showed that course requirements in psychology, measurement, and research techniques are not uniform and fall far short of the need. This was equally true of all programs studied whether they were at the undergraduate or at the master's level. (A copy of the questionnaire used in the survey is included.) (Author/RT)

ED 057 012 SP 005 420

Recommendations for the Revision of Teacher Certification in Indiana.

Indiana Association of Colleges for Teacher Education, North Manchester.

Pub Date 11 Nov 71

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Accreditation (Institutions), *Teacher Certification, *Teacher Education, *Teacher Education Curriculum, *Teacher Educators

The position of the Indiana Association of Colleges for Teacher Education in respect to the revision of teacher certification and the interrelationships among programs for preparing school personnel, professional standards, and educational practice is set out under the following headings: 1) "The Need for Certification"; 2) "Certification for Teaching"; 3) "The Nature of Teacher Education"; 4) "Accreditation for Teacher Education"; 5) "Programs for Teacher Education"; 6) "Responsibilities for Teacher Education"; 7) "Substandard Certificates to Teach"; 8) "Certification Based on Out-of-State Preparation"; and 9) Initiation into the Profession." (MBM)

ED 057 013 24 SP 005 421

Contractor's Request for Continued Funding.

Southeastern Education Lab., Atlanta, Ga.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.

Bureau No—BR-6-2869

Pub Date 15 Sep 70

Contract—OEC-2-7-062869-3077

Note—174p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Change, *Educational Development, *Educational Disadvantage, *Educational Research, Organization, *Program Development

This document includes a summary of the Laboratory's activities for the year ending November 30, 1970; the Laboratory's objectives and plans; and a proposed budget for the year ending November 30, 1971. There are seven major sections: 1) an introduction describing the Laboratory's role, specific target area of the educationally disadvantaged from the early childhood years through elementary school in Georgia, Florida, and Alabama, and process for engineering change; 2) the research and development processes; 3) a Laboratory overview consisting of a detailed operations matrix; 4) Laboratory programs including the communication skills program, preschool program, and program support activities; 5) budget summaries including rationale, resource allocations, and summaries of costs; 6) operational definitions; and 7) appendices including the Laboratory organization charts, lists of governing boards and advisory bodies, charts of cooperative relationships for each program, the 1970 publications and reports index with definitions of the types of publication and a supplementary list of publications still available, and an equal employment opportunities report form. (MBM)

ED 057 014 SP 005 424

Robison, Esther Holmes, Douglas

Perceptual Shift Training for Teachers of Disadvantaged Children.

Center for Community Research, New York, N.Y.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 30 Sep 71

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Rating Scales, *Disadvantaged Youth, *Preschool Children, *Preschool Teachers, *Video Tape Recordings

This study describes the development of a technique to help the pre-school teacher create an environment in which a large group of children can learn and to be an effective mediator between the environment and the interests and abilities of each child. Teachers were trained to rate children in terms of observational categories, to help them interpret the needs and potentialities of the disadvantaged child. A videotaped training curriculum which reflected those clusters of behavior which are highly predictive of intelligence and school readiness was prepared, using a group of 4-year-old day care students as subjects. Each child was observed and taped for five periods of 20 minutes, and also tested for IQ. A package of six half-hour tapes was completed in the spring of 1970 and tested on participants in a training program for day care teacher assistants and on a group of 15 student teachers. A further program involved second year students in early childhood education at New York Community College. Results indicated that the technique employed and the substance and quality of the tapes had value beyond their initial intent or scope and that the tapes are adaptable to a wide range of educational approaches. It is hoped to test the tapes on a wider scale and develop them for broader implementation. The manual used in the program is included in the document. (MBM)

ED 057 015 SP 005 425

Youth and Careers in Education.

National Center for Information on Careers in Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date Oct 71

Grant—OEG-0-70-4416(726)

Note—191p.

Available from—National Center for Information on Careers in Education, 1607 New Hampshire Ave., N.W., Washington, D.C. 20009 (single copy free)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Choice, *Career Opportunities, *Career Planning, *Educational Opportunities, *Educational Research

This is a report on the findings of a qualitative attitude study intended as the first step in the development of programs to inform young people

about career possibilities in education. It is divided into four parts and seven appendices. Part 1 gives the summary and highlights of the major findings and conclusions. Part 2 gives, primarily in tabular form, the quantitative findings of the study based on the results of the self-administered questionnaire. Part 3 gives a qualitative analysis of the findings by relating the quantitative data to the explanations of why the students felt as they did, based on the reasons they gave in personal depth interviews. Part 4 offers a professional analysis of the underlying attitudes of the students, based on all the data and analytical resources available. Appendix A looks at key research relating to youth, education and careers carried out during the past 20 years. The other appendices provide a more detailed description of the project's design, rationale, and methodology; a look at the sample, the survey instruments used in carrying out the project, supplementary statistical tables, a list of references and source materials; and brief biographical information about the principal persons who comprised the research team. (MBM)

ED 057 016 SP 005 428

Joyce, Bruce. *And Others*
Materials for Modules: A Classification of Competency-Oriented Tools for Teacher Education.
Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 71

Grant—OEG-0-71-0271(715)

Note—111p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Activity Units, *Behavioral Objectives, Classification, *Instructional Materials, *Performance Criteria, *Teacher Education Identifiers—Teacher Corps

This report is intended to describe and analyze the present state and future needs of performance-based materials. It is limited to materials presently available for dissemination. The first section outlines the background of the project and describes the procedures for selecting, classifying, and describing the materials. The second section comprises an alphabetical listing of all materials described. In the third section, the materials are classified and analyzed. A system of 11 categories is used to classify the major competency-type, substantive emphasis or function. The categories are 1) basic interactive teaching skills; 2) instructional planning and design skills; 3) teaching strategies; 4) analysis of classroom activity; interaction systems and guides; 5) instructional decision making; 6) student diagnosis and evaluation; 7) foundations of education; 8) content areas; 9) media and instructional technology; 10) educational staffing and instructional organization; 11) staff development. The materials are also analyzed for their behavioral status, the kinds of behavioral objectives attended to, their activity structure, and administrative features. The last two sections contain descriptions of the materials. One section includes detailed descriptions of materials previewed by the authors; the other contains short descriptions of non-previewed or limited availability materials. (RT)

ED 057 017 SP 005 456

Clegg, Ambrose A. Ochoa, Anna

Evaluation of a Performance-Based Program in Teacher Education: Recommendations for Implementation.

Washington Univ., Seattle. Coll. of Education.

Pub Date Aug 70

Note—80p.; TTT Project

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Cooperating Teachers, Course Organization, *Field Experience Programs, Inservice Teacher Education, Integrated Curriculum, *Performance Criteria, *Preservice Education, Supervisory Methods, *Teacher Education Curriculum

The Experimental Model for Teacher Education was implemented during the academic year 1969-70. Its major objective was to build a field-based program using predefined behavioral objectives and their accompanying performance criteria with an instructional program integrating theoretical knowledge with practical experience. Twenty trainees were selected for the program on the basis of grade-point average and a personal interview. Administrative arrangements were

made to allow program participants to take their professional courses on a pass-fail basis. Seminars were coordinated with concurrent classroom experience at progressively increasing levels of responsibility in three types of school: inner-city, urban, and suburban. Cooperating teachers in these schools were designated "clinical associates" and provided with inservice training. Of the 20 trainees, 17 completed the program successfully and were certified. Of these, 12 had obtained teaching positions as of June 1970. Detailed recommendations for program improvement include closer involvement of cooperating schools, previous rather than concurrent training of clinical associates, and involvement of trainees in developing objectives and criteria. (The report includes sequence charts of program development and lists of sample performance objectives and evaluation criteria.) (RT)

ED 057 018 SP 005 460

Treffinger, Donald J. Davis, J. Kent

Beginning Notes Toward Conceptualization of Learner-Controlled Instruction.

Purdue Univ., Lafayette, Ind. Dept. of Education.

Pub Date 2 Sep 71

Note—12p.; Paper presented at the 79th Annual Meeting of the American Psychological Assn., Washington, D.C., Sept. 2, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Instructional Design, Learning Theories, *Models, *Student Centered Curriculum, Teaching Methods

This paper attempts to synthesize a variety of instructional models in a way which builds upon the contributions of existing theory, while establishing a focus on the purposes, needs, motives and interests of the learner. A table of seven contemporary models provides brief descriptions and illustrative references. These models are discovery, instructional technology, interaction, mastery, microteaching, meaningful reception, and significant learning. The author then sets forth two detailed lists of questions which may be asked by the teacher and the student in a self-directed approach synthesized from the above models. (RT)

ED 057 019 SP 005 461

Gartner, Alan

Course Outlines for a Two-Year Teacher Aide Program.

New York Univ., N.Y. New Careers Development Center.

Pub Date Jan 72

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Ladders, Course Content, *Curriculum Guides, *Teacher Aides, Teacher Education, *Training

The 2-year training program outlined in this guide includes the following courses: School and Community, Instructional Media, Communication Skills, Curriculum Methods, Child Development, Language Arts Skills for Children, Community Development, Teaching/Learning Methods, Mathematics Skills for Children, Tests and Measurements, Human Service Issues, Community History, and Libraries as Learning Tools. A separate section for each course includes a statement of aims and objectives, suggestions for timing and teaching methods, a content outline, and a list of readings. The guide also contains a scope and sequence chart and guidelines for articulation of this program with 4-year degree programs. (RT)

ED 057 020 TE 002 573

McAllester, Susan, Ed.

A Case for Equity: Women in English Departments.

National Council of Teachers of English, Urbana, Ill.

Pub Date 71

Note—100p.

Available from—The National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 05354: \$1.75, 15 or more \$1.55)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*College Faculty, *College Students, Discriminatory Attitudes (Social), English Departments, *English Instruction, Equal Opportunities (Jobs), Females, *Professional Recognition, *Women Teachers

The dilemma of American women in 1971 as encountered by college teachers and college students is examined in this work. The dilemma is this: in spite of the opening of the universities to women for study and employment and in spite of other social changes, women must still endure a status secondary to that of men. They are not often appointed to professorial rank, and they find it hard to establish the spaciousness of outlook which encompasses visions and results in extended writing. Most of the 14 articles in this collection were written in the fall of 1970 at the request of the Modern Language Association Commission on Women. (Author/CK)

ED 057 021 24 TE 002 621

Sullivan, Richard E.

A Comparison of Certain Relationships among Selected Phonological Differences and Spelling Deviations for a Group of Negro and a Group of White Second Grade Children. Final Report.

Texas Univ., Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-1-F-038

Pub Date Aug 71

Contract—OEC-6-71-0485

Note—156p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Caucasian Students, *Comparative Analysis, *Grade 2, *Language Research, Negro Students, Nonstandard Dialects, *Oral Expression, *Phonology, *Spelling, Test Construction

Identifiers—Gloria and David Oral English Test

This study compares oral language production with the written realization of this production for a group of white and a group of Negro second graders attending public schools in Austin and San Antonio, Texas, respectively. Oral language production was assessed using the Gloria and David Oral English test, an individually administered audiovisual repetition task. Children were selected from all second grade classrooms in five participating schools. The spelling test consisted of 15 words selected from the phonological assessment according to the criteria of (1) a total number of production differences of 10% or more for all subjects in both groups who attempted the word and (2) the word contained a feature previously published research indicated as being pronounced with a high frequency of divergence for groups of Negro and white residents of the region. Conclusions include: (1) The white children were better able to produce the dialect of English presented by the model than were the Negro children; (2) Pronunciation differences which existed for the Negro pupils included those that existed for the white pupils; (3) A number of Negro pupils had the production capability for many dialect features of standard English; (4) The overall spelling performance of the white pupils was more rational than that of the Negro pupils. (Author/CK)

ED 057 022 TE 002 632

Legum, Stanley E. And Others

The Speech of Young Black Children in Los Angeles.

Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SWRL-TR-33

Bureau No—BR-6-2865

Pub Date 1 Sep 71

Note—185p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Child Language, Elementary School Students, Kindergarten Children, *Language Research, Language Usage, Linguistics, Negro Dialects, *Negro Youth, Phonology, *Speech, Syntax, *Verbal Communication Identifiers—Los Angeles

A description of the linguistic characteristics of casual conversations of Los Angeles Negro K-3 school children was recorded outside the classroom in small groups with two to five participants. Analysis of phonological, syntactic, and lexical characteristics discloses considerable variation in the children's speech, exhibiting both a significant number of "standard" forms as well

as pronunciations and constructions characteristic of Black English. (Author)

ED 057 023 24 TE 002 647

Williams, Clyde E. Legum, Stanley E.
On Recording Samples of Informal Speech from Elementary School Children.

Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TR-25

Bureau No.—BR-6-2865

Pub Date 6 May 70

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Language, *Elementary School Students, Interviews, Language Research, *Linguistic Performance, *Speech, *Tape Recordings

This paper documents the methodological study which was undertaken to discover the best way to obtain high quality tape-recorded samples of casual, spontaneous speech from children in kindergarten through Grade 3. All children interviewed were from schools in areas qualifying for compensatory education programs under Title I of the Elementary and Secondary Education Act of 1965. With the exception of two sessions, all group interviews were video taped. There were six groups of children, aged 5 to 9, participating in the interviews. The technique of interviewing children individually was tried out with Groups 1 and 2. Two paired interviews were conducted with children from Group 2 and three paired interviews were conducted with children from Group 4. The most important finding suggested by this survey is that it is possible to elicit and record casual speech samples from 5- to 9-year-old children in an artificial environment, provided great care is taken to make the children feel relaxed and unthreatened. Apparently, the best method for doing this is to choose one child from the socioeconomic group under study and allow him to form a group of peers at his discretion. (Author/CK)

ED 057 024 24 TE 002 648

Cronell, Bruce

Spelling-to-Sound Correspondences for Reading vs. Sound-to-Spelling Correspondences for Writing.

Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-PP-12

Bureau No.—BR-6-2865

Pub Date Jun 71

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*English, Pronunciation, *Reading, *Spelling, *Written Language

Differences between spelling-to-sound correspondences for reading and sound-to-spelling correspondences for writing are discussed in terms of the characteristics of and the relationships between stimuli and responses. While dialect variation can be accommodated in reading, it cannot be accommodated in spelling, where no response variation is permitted. Correspondences are not generally reversible, and complementary correspondences differ in complexity. Implications for the design of a spelling component within a unified communication skills program are presented. (Author)

ED 057 025 24 TE 002 656

Taylor, Mary K., Comp.

A Selected Appalachian Bibliography.

Pub Date Nov 71

Note—15p.; An unpublished paper

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Curriculum Guides, *Fiction, Folk Culture, Folklore Books, *Literature, *Poetry, Reading Materials

Identifiers—Appalachia

This bibliography was compiled to assist high school and junior college teachers in planning a classroom unit on Appalachian literature. It contains suggested fiction and poetry, as well as general background reading. Topic entries are: Bibliographies; Chicago; Fiction; Folklore; General Background Reading (includes psychological, sociological and economic aspects of Appalachian life and culture); History; Litera-

ry Analysis; Music; Periodicals; Poetry; Speech; and Resource People and Organizations. Sources used include: "Appalachian Bibliography," Vols. I and II, Morgantown: University of West Virginia Press, 1970 (used extensively); Hickerson, Joseph C., comp. "American Folklore: A Bibliography of Major Works," Washington, D.C.: Library of Congress, Archive of Folk Song; Jones, Loyal, "Appalachian Studies Reading List," Berea: Appalachian Center, Berea College; "Publications List," Berea: The Council of the Southern Mountains, 1971. (Author)

ED 057 026 24 TE 002 657

Wiggins, Antoinette Violet

A Study of Dialect Differences in the Speech of First Grade Negro Children in the Inner City Schools of Cleveland, Ohio.

Pub Date 70

Note—154p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-11, 356: MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Child Language, Grade 1, *Language Research, *Negro Youth, *Nonstandard Dialects, Reading Skills, *Urban Areas, Verbal Ability

Identifiers—Cleveland, Ohio

The basic objective of this research was to determine whether educators were justified in lumping together all Negro speech as "Negro Dialect" or whether there were wide variations within the inner city Negro community which educators should take into account when preparing reading materials. Thirty first-grade Negro children were randomly selected from four inner city schools in the Cleveland, Ohio School System. Fifteen were in the above average reading group, and 15 were from the below average reading group. Each child was personally interviewed and asked to respond to a set of questions for the purpose of analyzing his verb usage patterns. This interview was mechanically recorded, and a typed transcription was prepared from each tape. Twenty-five kernel sentences were selected from each child's speech sample and analyzed for verb usage patterns. Conclusions include: (1) There are variations in the individual use of nonstandard verb usage among Negro children; (2) Findings in the upper group show that nonstandard usage is probably not a significant factor in acquiring basic reading skills; (3) The lower group shows that there is a relationship between low reading ability and high incidence of nonstandard usage; (4) Results show a speech community of high nonstandard usage and a speech community of low nonstandard usage within the inner city studied. (Author/CK)

ED 057 027 24 TE 002 658

Taylor, M. Iona

A Study of Biography as a Literary Form for Children.

Pub Date 70

Note—119p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-11, 353: MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Biographies, *Childrens Books, *Content Analysis, *English Literature, *Literary Analysis

This study examined children's literature and the development of biography intended for juvenile readers. The writer assembled a list of characteristics of writing for children, reviewed the growth of biography as a literary form, and noted the difference between biography written for the child audience and that intended for adults. Qualities were found in award winning biographies that made them distinguished as literature for children. The literature search showed that didacticism was gradually eliminated as appeal to children's imagination, realism, and humor found a place in writing for children. The biography definition given in the "Oxford Dictionary" was used as a basis for exploring biography in the history of English literature. Juvenile biographies must primarily be interesting, have characters with whom children can identify, be developed around a rather simple plot, possess authenticity, realism and humor, and plainly ex-

hibit values of right and wrong. Writers of children's literature intend to form attitudes, are careful to use appropriate style, employ significant themes and convincing characterization. (Author/CK)

ED 057 028 24 TE 002 660

Hook, J. N. And Others

Representative Performance Objectives in English: Grades 9-12. Final Report.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-9-0492

Pub Date Aug 71

Contract—OEC-0-9-230492-4545(010)

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Catalogs, *English Instruction, Measurement Techniques, *Performance Specifications, *Secondary Education, Teacher Education, Test Results

Representatives of three major universities, with the help of about 30 consultants and over 200 teachers and several thousand students in 24 field-testing schools, over a two-year period prepared and tested a handbook or catalog of representative performance objectives in English for grades 9-12, which is included as an appendix to this report. The field-testing of a preliminary version of the catalog revealed its usefulness not only in the designated grades but also, in many instances, its adaptability to grades 7 and 8. Conclusions include: (1) The fears of performance objectives, held by many teachers of English, are unwarranted; (2) It would be a mistake to attempt to use mere mathematical measurement of accomplishment in many segments of English; (3) In teacher education, prospective teachers need to be helped to learn to think in terms of what kinds of responses they may expect from students. Recommendations include: (1) The handbook-catalog should be used as widely as possible in college courses for pre-service and in-service teachers of secondary school English; (2) Teachers of both junior and senior high school English should be encouraged to use a published version of the handbook-catalog in establishing objectives for their classes. (Author/CK)

ED 057 029 24 TE 002 661

Horton, David L., Ed. Jenkins, James J., Ed.

The Perception of Language.

Pub Date 71

Note—282p.; Proceedings of a Symposium of the Learning Research and Development Center, University of Pittsburgh, January 11-12, 1968

Available from—Charles E. Merrill Publishing Company, Division of Bell and Howell Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$9.50)

Document Not Available from EDRS.

Descriptors—*Auditory Perception, Conferences, Generative Grammar, *Language Development, *Linguistic Theory, Listening Skills, *Psycholinguistics, Reading Skills, Speech, *Visual Perception

This report describes the proceedings of a conference that brought together 20 psychologists and psycholinguists to present their particular research interests and to attempt to find commonalities of thinking through discussion of "The Perception of Language." One position held that thinking is merely subvocal speech, and that at the base of all languages is a simple set of recursive rules that permit speakers to understand and to generate an infinite set of sentences, most of which they have never heard nor said before. One of the newest, most dramatic and enigmatic phenomena to challenge this traditional viewpoint is the work being done on micromuscular movement and speech synchronism. Armed with a motion camera, researchers have demonstrated that speech and the gestures of both the speakers and the listener are highly coordinated and synchronous. This document is a sampling of the evidence that indicates that an explanation of language demands a new, more powerful theory to explain the many facts that have been accumulated and are continuing to accumulate. (Author/CK)

ED 057 030 24 TE 002 662

Lundsteen, Sara W.

Listening: Its Impact on Reading and the Other Language Arts.

National Council of Teachers of English, Urbana, Ill. ERIC Clearinghouse on the Teaching of English.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 71

Note—145p.; NCTE/ERIC Studies in the Teaching of English

Available from—The National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 50517: \$2.00)

Document Not Available from EDRS.

Descriptors—Auditory Perception, Behavioral Objectives, *Instructional Materials, *Language Arts, *Listening Skills, Models, Reading, School Role, *Teaching Techniques, *Test Reviews

Identifiers—Thinking Improvement Project, TIP

One of a series of state-of-the-art papers, this monograph focuses upon the reasons for stressing listening in a language arts program. Listening is defined according to six approaches: comparative, ostensive, classificational, structural, operational, and synonymic. Some past and current ideas concerning a taxonomy of listening skills are discussed as to the dimensions of these skills, their prerequisites, ways of classifying them, and a method for formulating skills into learner objectives and arranging them into tentative hierarchies. Examinations are made of criticisms and rationales for listening tests in general, standardized tests, unpublished tests, publishers' informal assessments which accompany their instructional materials, and informal devices such as coding sheets, standards, and checklists. Selected published and unpublished materials designed for various types of instruction, goals, and populations, starting with the young child, are reviewed, and studies and ideas on various teaching techniques are presented. Research references, annotated when appropriate, are given at the end of the report for all chapters. An appendix gives some sample listening lessons from the Thinking Improvement Project (TIP). Figures and other illustrations are given throughout the text. (CK)

ED 057 031

TE 002 663

Gault, Judith G., Comp.

Federal Funds and Services for the Arts.

National Endowment for the Arts, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—OE-50050

Pub Date 67

Note—171p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS 5.250:50050, \$1.00)

EDRS Price MF-06.65 HC Not Available from EDRS.

Descriptors—Art, *Creative Writing, Cultural Activities, Educational Research, *Federal Aid, Federal Legislation, Fellowships, *Financial Support, Grants, *Mass Media, Special Education, State Agencies, Teaching Programs, *Theater Arts, Vocational Education

This publication lists and describes 90 Federal programs of interest to individual artists, public and private groups, educational institutions, and organizations involved in arts programming. It outlines programs of direct assistance to individual artists—grants, fellowships, and loans. It details programs which strengthen arts programming—research, equipment and materials, construction and remodeling, technical assistance and exhibits, community programs, teaching opportunities, and vocational education and rehabilitation. It also describes various arts activities of Federal commissions to promote a richer cultural environment. The book is concerned solely with programs currently providing funds and services for artists and art programming in the following arts fields: instrumental and vocal music, dance, theatre, creative writing, folk art, architecture, industrial design, painting, sculpture, graphic and craft arts, costume and fashion design, photography, motion pictures, radio and television, and tape and sound recording. Appendixes present listings of: Federal Commissions Engaged in Arts Activities, Federal Agencies Administering Arts Programs, State Arts Agencies, and Federal Legislation Providing Funds and Services for the Arts. An index is provided. (Author/DB)

ED 057 032

TE 002 664

Tuttle, Frederick B., Jr.

The Effect of Training in Visual Composition on Organization in Written Composition in Grade III.

Pub Date 70

Note—127p.; Ph.D. Dissertation, Syracuse University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-10,995: MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, *Composition (Literary), *English Instruction, *Grade 3, Statistical Data, *Teaching Techniques, *Test Results

The purpose of this investigation was to explore the possibility that one technique for improvement of organization in written composition might be instruction in the organizational process of another medium, such as sequencing photographs meaningfully. Two methods of improving organization in written composition were compared. The first was a directed writing program, a method of teaching students to compose by having them read and analyze written models and work with specific skills exercises. The second was a visual method using related photographs and exercises with visual composition to provide insights into organizational factors. Fifty-six third-grade children were selected to participate in the study. After a training session, teachers exposed 27 to the visual method and 29 to the other method. Each subject wrote two compositions, one using a topic stimulus and one using a visual stimulus, for each of three testing periods. Three comparisons were statistically significant: (1) the pre-post comparison on the visually stimulated test for the Visual Group, (2) the pre-post comparison on the visually stimulated test for the Directed Writing Group, and (3) fluency on the pre-post comparison on the visually stimulated test for the Directed Writing Group. There were no significant differences between the two groups on any of the post-tests; neither method proved to be statistically superior to the other. (Author/CK)

ED 057 033

TE 002 665

West, Gail Booker

An Investigation of the Effects of Instruction in General Semantics on the Critical Writing and Critical Thinking Achievement of Tenth-Grade Students.

Pub Date 70

Note—142p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-17131: MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), *Critical Thinking, *English Instruction, *Secondary School Students, *Semantics, Writing Skills

The purposes of this investigation were: (1) to analyze the critical writing achievement and the critical thinking achievement of groups of students of various abilities who received instruction in general semantics with similar groups of students who did not, (2) to determine if instruction in general semantics was equally effective for all ability levels, and (3) to measure the degree of relationship existing between achievement in critical writing and ability in critical thinking. The investigation was conducted in nine tenth-grade English classes for 12 weeks. The experimental teachers used semantics materials based primarily on a unit developed at the Florida State University Curriculum Study Center, whereas placebo teachers used a thematic literature unit. The control teachers used conventional materials. Scores from two writing samples were averaged for a mean pretest score, used as a measure of critical writing ability. Scores from two writing samples were averaged for a mean posttest score, used as a measure of critical writing achievement. A multiple linear regression technique was used to analyze the data. Conclusions are: (1) There is no assurance that instruction in general semantics is any more effective than traditional methods or materials in improving critical writing or thinking achievement; (2) There is no indication that instruction in general semantics is more effective for one ability level than for another; (3) Critical thinking seems to be a good predictor of critical writing achievement. (Author/CK)

ED 057 034

TE 002 666

Wilkinson, Sylvia, Ed. Campbell, Ed, Ed.

Change: A Handbook for the Teaching of Social Studies and English.

Pub Date 71

Note—254p.

Available from—LINC Press, Learning Institute of North Carolina, 1006 Lamond Avenue, Durham, North Carolina 27701 (\$5.50)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, Educational Games, *English Instruction, Films, In-service Teacher Education, Language Arts, *Social Studies, *Teacher Education, *Teaching Guides

Identifiers—North Carolina

Project Change was a curriculum development and teacher training effort to improve the quality of education in 13 North Carolina public school systems. The project was carried out by a corps of resource teachers. Their responsibilities included: (1) the development of curricular materials in the language arts-social studies area; (2) the in-service training of teachers in local units during the school year; (3) the direction of leadership workshops aimed at training administrators and potential administrators in the understanding of new instructional media and theory; and (4) the organization of, and participation in, local summer school programs. The curricular materials are contained in this handbook. The units of study are: I. Change on the American Scene—Human Rights, Weapons, and Technology; II. The Student; III. Comparative Governments; and IV. The Arts. A film directory, game directory and bibliography on gaming, and additional study units that are available are included. (DB)

ED 057 035

TE 002 667

Heintz, Ann Christine

Persuasion [and] Persuasion Guide.

Pub Date 70

Note—301p.

Available from—Loyola University Press, 3441 North Ashland Avenue, Chicago, Illinois 60657 (text \$3.00, guide \$1.00)

Document Not Available from EDRS.

Descriptors—*Creative Thinking, *Critical Thinking, Films, *Mass Media, *Persuasive Discourse, *Propaganda, Teaching Guides

The units in the Persuasion Program are meant to help students develop a critical awareness of methods and techniques used by those who want to persuade or influence them, and to help the students develop a proficiency in the art of persuading others. In this program, TV, films, radio, newspapers, magazines, and all types of advertising are examined, analyzed, judged, and evaluated. The workbook provides a starting point and a guide to the program. Each of the three units—The Persuader and His Audience, The Persuader and His Image, and The Persuader and His Argument—begins with experiences of persuasive techniques in action. Students and teachers procure other input materials in addition to the samples provided in the workbook. The experiences in each unit are followed by a series of Inquire questions, a Discover section, Investigate questions, a Persuade page on which the student can jot down his own ideas for practicing a specific persuasion technique, and a Summarize page for personal observations. The teaching guide provides the teacher with the aim of the program, a discussion of inductive learning, pre- and post-testing, film listings with persuasion techniques involved, the Comparative Media Exercise to help students discover the strengths and weaknesses of different media, suggestions for inductive inputs, a film distributors key, guidelines for film discussion, "A Guide to McLuhan," and a Media Guide for Communication Education. (DB)

ED 057 036

TE 002 668

Wilson, Jean A. And Others

Books for You: A Reading List for Senior High School Students.

National Council of Teachers of English, Urbana, Ill.

Pub Date 71

Note—350p.

Available from—The National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 42402: \$0.95 nonmember, \$0.85 member)

Document Not Available from EDRS.

Descriptors—American Literature, *Annotated Bibliographies, Biographies, Classical Literature, *English Instruction, English Literature, Fiction, Literary Genres, *Literature, Literature Guides, Novels, Reading, *Reading Materials, *Secondary School Students, Short Stories, Twentieth Century Literature

Prepared by an expert committee of the National Council of Teachers of English, this book represents the recommendations of scholars, teachers, librarians, and informed students as to what is of prime value to teenage readers. Over 2,000 titles in 45 different categories and sub-categories are covered, together with brief commentary and annotation. Also included are two indexes, by title and by author, and a list of publishers' addresses. See ED 027 329 for original (1964) edition. (Author/DB)

ED 057 037

TE 002 669

Farrell, Edmund J.

Performance Contracting: Some Reservations.

Pub Date Nov 71

Note—9p.; Speech given at the Annual Convention of the National Council of Teachers of English (61st, Las Vegas, November 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Accountability, *English Instruction, *Individualized Instruction, *Learning Processes, *Performance Contracts, *Rewards, *Testing

Performance contracting, and some reservations thereto, are discussed as related to the present movement. The reservations are related to: (1) Accountability; (2) Individualized Teaching; (3) Extrinsic Rewards; (4) Testing; and (5) The Corruption of Both Language and the Process of Education. (DB)

ED 057 038

TE 002 671

Taylor, Susan Henderson, Howard

Hooked on English Teacher-Initiated, Interest-Oriented, Nongraded, Student Elective, Student Acceptance, Curricular Hang-Ups.

Pub Date Sep 71

Note—5p.
Journal Cit—Ohio English Bulletin; v12 n3 p4-8 September 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Changing Attitudes, *Curriculum Design, *Educational Innovation, *English Curriculum, *English Programs, Enrollment Trends, Grades (Scholastic), *High School Students, Individual Differences, Language Arts, Scheduling, Student Attitudes, Teacher Participation

This article describes an unusual program that has been developed without the use of federal funds, a new high school English curriculum that is in its third year of operation. In all, 50 courses are offered for students' pre-registration. Each student chooses six nine-week, one-quarter credit courses. He is assured of being enrolled in a minimum of four of the courses. This policy has encouraged an exodus from study halls to English classes and also permits students deficient in credits to make up for lost time. In answer to the students' complaint that having the same class all year was unendurable, teachers recommended that all elective courses should be offered on a nine-week basis. To convince students that language arts really had a "new look," creative titles were given to each of the courses. The Madison program offers the advantages of nongraded and multi-age grouping. Students have the opportunity to judge their own ability to enroll in courses in which they believe they are capable of achieving. Increased enrollment, positive attitudes, grade improvement, and additional courses indicate the success of the Elective English program. Other advantages of this program are: (1) It is student centered and of interest to students; (2) It allows for individual differences; (3) It permits teachers to be a responsible force in the construction and implementation of the project. (CK)

ED 057 039

TE 002 674

Clark, William Austin

An Identification of the Gap between the Scientific Culture and the Humanistic Culture in the Secondary School.

Pub Date 70

Note—101p.; Ph.D. Dissertation, University of Connecticut

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-15,969; MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, Data Analysis, *Humanities, *Measurement Instruments, *Sciences, *Secondary Education, *Teacher Attitudes, Test Construction

To determine whether the so-called "two-cultures gap" exists between the humanities and the sciences in high school, and if so, its extent and nature, a series of relatively unstructured interviews were held with science and humanities teachers in six Connecticut high schools to determine what attitudinal differences existed between the two groups. An instrument consisting of an attitude scale and an information test was then developed and validated. The instrument was administered to 118 teacher volunteers, and the results were subjected to the sign test, comparison of mean scores, and t tests. Results indicate that there is a discernible two-cultures gap in the high school; both groups of teachers felt that there was a gap. Results of the information-test portion of the instrument suggested that part of the two-cultures gap felt by teachers is associated with their apprehension about being well informed on both cultures. (Author/DB)

ED 057 040

TE 002 675

Wahlberg, William Auman

The Effect of Process Intervention on the Attitudes and Learning in a College Freshman Composition Class.

Pub Date 70

Note—116p.; Ph.D. Dissertation, University of Michigan

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-15,334; MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*College Instruction, Comparative Analysis, *Composition Skills (Literary), Counseling Services, *English Instruction, Evaluation Techniques, Learning Processes, Statistical Studies, *Student Attitudes, Student Teacher Relationship, *Teaching Techniques

This study was designed to explore one method of intervening in the process of a conventional academic classroom to affect student attitude and improve the learning climate. Two college freshman composition classes of 22 students each provided the subjects for the study. Each class was taught by the same instructor for three hours a week; one class was taught by conventional, or authoritarian, methods, with class activities being mainly instructor oriented, and the other class utilized a counselor to encourage students to help each other learn and improve communication skills, as well as to encourage understanding between students and instructor in order to increase student learning. Evaluation was made by: scoring the students' appraisals of their own learning in weekly "learning logs"; instruments administered to ascertain the nature of the learning climate; written final evaluations by the students; and improvement and skill in writing as shown by themes written by students early and late in the semester. Results from an analysis of the data show: (1) Students in the counselor-intervention group felt more learning took place for them than did students in the conventional group and felt that the instructor "cared" for them; and (2) the counselor intervention group showed better writing skills, but the conventional group showed more improvement in two of the three evaluation criteria. (Author/DB)

ED 057 041

TE 002 676

Conn, Frances Mary

The Language of Sixth Grade Tutors.

Pub Date 70

Note—89p.; Ph.D. Dissertation, Claremont Graduate School and University Center

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-13,679; MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Child Language, *Cross Age Teaching, Elementary School Students, *Language Research, *Language Usage, Teacher Behavior, Tutoring, *Verbal Communication

The purpose of this study was to establish answers to the following questions: (1) Does a cross-age teaching program provide a situation in which school children can extend their role repertoires by enacting the role of the tutor to younger children? (2) Can the language used by children in the role of tutor be classified under categories derived from describing teacher verbal behavior? (3) Is the language of sixth grade children measurably different in complexity when the children are in the role of pupil from when they

are in the role of tutor to third grade children? Random samples from the corpus of language of the pupil role and from the corpus of language of the tutor role were collected from 15 sixth grade children. Differences in length and complexity of utterances were compared for the two roles. Conclusions are: (1) Sixth grade children in the tutor role produce language that can be classified in the categories that describe teacher verbal behavior; (2) There was a statistically significant difference in the median length of T-units in the two roles, the longer being produced in the tutor role; and (3) There was a statistically significant difference in the complexity of language used in the two roles, the more complex language being produced in the tutor role. (Author/DB)

ED 057 042

TE 002 677

Grant, Sallie Jeanette

The Effects of a Basic Encounter Group Experience on Supervision by Supervisor Trainees.

Pub Date 70

Note—69p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-14,766; MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*College Supervisors, Comparative Analysis, *English Instruction, *Graduate Students, Supervisors, *Teacher Education, *T Groups

The purpose of this study was to determine if the providing of a basic encounter group experience to supervisors has any effects on the superviseses of these supervisors as compared to the superviseses of supervisors who did not have this experience. Twelve advanced graduate students served as the supervisor-trainee subjects. Each supervisor trainee worked with five undergraduate students. Six of the supervisor trainees participated in an 18-hour, weekend encounter group experience; the remaining six served as controls. Following the weekend experience, each of the 12 supervisor-trainees met with his five superviseses two hours a week for five weeks. The Personal Orientation Inventory was administered to all both before and after treatment. The superviseses also completed a Supervisory Session Rating Scale. The findings lend support to the claim that such an experience does have an effect on the subsequent behavior of the participants. (Author/DB)

ED 057 043

TE 002 678

Joyce, William W., Ed. Banks, James A., Ed.

Teaching the Language Arts to Culturally Different Children.

Pub Date 71

Note—325p.

Available from—Addison-Wesley Publishing Company, Reading, Massachusetts 01867 (\$3.95)

Document Not Available from EDRS.

Descriptors—Childrens Books, *Cultural Differences, *Culturally Disadvantaged, *English Instruction, *Language Arts, Language Development, Nonstandard Dialects, Oral Communication, Social Studies, *Teaching Techniques

This text seeks to sensitize teachers and administrators to the language problems faced by culturally different children, to sharpen and broaden their perspectives regarding the relationship between language and culture, and to help them devise effective strategies for teaching language skills. The text is divided into three major sections. Part One explores broad, fundamental problems and issues related to the general field of language arts education. Chapters One and Two explore the educational consequences of racial and ethnic prejudice, particularly as they relate to deprivation and retardation in language development. Chapter 3 focuses on the interaction between language and culture. Part Two focuses directly on the domain of methodology. Chapters Four, Five, Six, and Seven present an array of strategies for teaching the basic modes of communication and for making effective use of children's literature. Chapter Eight attempts to bridge the gap between the language arts and social studies. Part Three invites the reader to re-examine his beliefs regarding the educability of the culturally different child. Chapter Nine focuses on the central, pivotal figure in this process, the teacher. References, Study

112 Document Resumes

Questions, and Suggested Readings are found throughout the book. (Author/DB)

ED 057 044 TE 002 679

Simpson, Douglas Jackson

A Critical Analysis of the Educational Philosophy of T. S. Eliot.

Pub Date 70

Note—155p.; Ph.D. Dissertation, University of Oklahoma

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-12, 617; MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Christianity, *Cultural Factors, Educational Objectives, *Educational Philosophy, Educational Theories, *Environmental Influences, Equal Education, Manpower Development, Religion, Social Change, *Social Structure

Identifiers—*Eliot (T S)

The first subdivision of this study is an examination of the cultural influences upon the thought of T. S. Eliot. These influences are presented in accord with the three major periods of Eliot's life: (1) his childhood and youth in St. Louis, Missouri, (2) his college days in Cambridge, Massachusetts, and (3) his adult life in London, England. The next division of this investigation is devoted to an analysis of Eliot's criticism of contemporary Western society. The relationship of cultural decay to educational policies is noted. Eliot's criticism of present-day educational theories is presented under the following subheadings: culture and education, curriculum and education, democracy and education, universities and education, and wisdom and religion. He suggests a new society and a new educational system. His proposed society is a Christian society with hierarchical organizations in the state, church, school, and social classes. His educational recommendations are classical and religious. Conclusions include: (1) Eliot's sociopedagogical viewpoint is largely unacceptable because society is increasingly becoming urban, scientific, and interested in equality; (2) His educational recommendations are inappropriate because they ignore educating manpower needed to solve society's problems; (3) He is correct in emphasizing the cultural context of educational theory and practice and the interrelatedness of educational objectives. (Author/CK)

ED 057 045 TE 002 680

Warthman, John Burns

A Study of Picture Preferences of Caldecott Award Winners and Runners-up by Fourth-, Fifth-, and Sixth-Grade Children of Selected Schools.

Pub Date 70

Note—114p.; Ed.D. Dissertation, University of Southern Mississippi

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-13,589; MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Childrens Books, Correlation, *Elementary School Students, *Illustrations, Instructional Program Divisions, Racial Factors, *Reading Material Selection, School Systems, Sex Differences, *Student Attitudes

Identifiers—*Caldecott Award

The purpose of this study was to determine if students, in grades 4-6, selected from the Caldecott Award Winners and runners-up the same picture book for their first preference as compared to those given first place by the Caldecott Award Committee. Students' race, sex, school system attended, and reading level were factors considered. A total of 582 students participated in the study. The books were grouped by year of publication and displayed for examination. The children indicated their first, second, and third choices for each set of illustrations in each group of books. The books were then ranked according to the children's choices. The test was used to determine if there was a significant difference between the children's first place choice and the children's choice of the award winning book. Correlation techniques were used to determine if the variables grade, sex, school system attended, race, and reading levels as individual predictors in the selection of the Caldecott Award books and runners-up. Conclusions include: (1) Children do not generally select the Caldecott Award

books for their first preference; (2) Grade placement does not tend to influence selection of picture books; (3) Sex does not tend to influence selection of Award books and runners-up; (4) Race, reading level, and school system attendance do not tend to influence picture book selection. (Author/CK)

ED 057 046 TE 002 681

Sawkins, Margaret Wilmarth

The Oral Responses of Selected Fifth Grade Children to Questions Concerning Their Written Expression.

Pub Date 71

Note—181p.; Ed.D. Dissertation, State University of New York at Buffalo

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-16,463; MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Comparative Analysis, *Composition (Literary), *Descriptive Writing, Females, *Grade 5, Hypothesis Testing, Intelligence Quotient, Interviews, Males, Narration, *Oral Communication, Sentence Structure, Spelling, Verbal Ability, Writing Skills

This study was undertaken to investigate approaches fifth grade children of similar mental ability follow when writing narrative compositions, to identify procedures unique to good and poor writers, and to observe sex differences relative to quality of written expression and ability to verbalize concerning the writing process. A sample of 230 fifth grade pupils enrolled in two suburban schools were the subjects of the study. Thirty male and 30 female subjects whose IQ scores ranged from 98 to 113 were interviewed following the writing of two compositions. Thirteen hypotheses concerned with various procedures followed when writing, and two hypotheses concerned with sex differences were tested using two chi square tests, one with frequencies based on the hypothesis of equal probability, the other with contingency frequencies. Conclusions include: (1) Aspects of content are considered before and during the writing, but reasons given for proofreading and rewriting are related to the mechanics of writing; (2) Very little use is made of notes or outlines; (3) Little specific thought is given to appropriate wording or effective use of sentences; (4) Little story preplanning is done; (5) Little help, except with spelling, is elicited from teachers; (6) More able writers tend to be concerned with the content of written expression; (7) Less able writers tend to be concerned with the mechanics of writing; (8) Girls tend, more frequently than boys, to write compositions judged to be of high quality. (Author/CK)

ED 057 047 TE 002 682

Mottola, Richard Albert

The Development of Auditory Discrimination Skills in Kindergarten Children.

Pub Date 70

Note—255p.; Ph.D. Dissertation, University of Connecticut

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-16,017; MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Auditory Discrimination, *Childhood Attitudes, Comparative Analysis, Control Groups, Experimental Groups, *Kindergarten Children, *Listening Skills, *Skill Development, Test Results

It was the purpose of this study to determine the effectiveness of developing auditory discrimination skills in kindergarten children through a series of 24 lessons prepared by the investigator and deemed appropriate by kindergarten teachers. The effect of the auditory discrimination lessons on listening habits and attitudes was also examined. Seven experimental and six control groups containing 179 and 176 kindergartners, respectively, were the subjects of the study. The experimental groups engaged in a 12-week program of auditory discrimination skills composed of the 24 lessons. The lessons were taught to the whole class twice weekly, with provision for extra reinforcement of the skills taught. Control groups carried on a normal kindergarten program. At the end of the 12 weeks, pre- and post-test results were analyzed to determine whether there were any significant differences between mean test scores; "t" tests were applied. Conclusions include: (1) Experimental and control groups were significantly different on the factor of mental age at the start of the study; (2) Experimental and control groups were not significantly different in auditory discrimination test scores or listening habits and attitudes at the beginning of the study; (3) The control group at a significantly higher phoneme test score than the experimental group at the start of the study; (4) At the close of the study, the experimental group's (a) mean reduction in error score in auditory discrimination and (b) phonemes test scores were significantly better than those of the control group. (Author/CK)

ferences between mean test scores; "t" tests were applied. Conclusions include: (1) Experimental and control groups were significantly different on the factor of mental age at the start of the study; (2) Experimental and control groups were not significantly different in auditory discrimination test scores or listening habits and attitudes at the beginning of the study; (3) The control group at a significantly higher phoneme test score than the experimental group at the start of the study; (4) At the close of the study, the experimental group's (a) mean reduction in error score in auditory discrimination and (b) phonemes test scores were significantly better than those of the control group. (Author/CK)

ED 057 048 TE 002 683

Jakiel, Stanley James

An Analysis of Popular Ninth Grade Literature Anthologies with Respect to Selected Objectives for the Study of Literature in the Ninth Grade.

Pub Date 70

Note—145p.; Ed.D. Dissertation, State University of New York at Buffalo

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-16,454; MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Anthologies, Art Appreciation, Concept Formation, *Content Analysis, Educational Objectives, *English Curriculum, *Grade 9, Instructional Materials, *Literature, Literature Appreciation, Reading Materials, Research, Teacher Improvement

The problem approached in this study was to ascertain what objectives should be included in the study of literature in the ninth grade and to analyze some popular anthologies to find if appropriate goals and materials to meet these goals are included. Research on the subject of objectives for literature study was examined as were the writings of scholars in the field of literature study in the secondary school: Rosenblatt, Fry, Sauer, Guth and others. Materials from the publishers of 10 ninth-grade anthologies were examined. These materials included the anthologies themselves, guides, resource books, and descriptive brochures. An analysis of the objectives stated and implied in these materials produced a list of "Selected Objectives": (1) developing a permanent reading habit based upon the enjoyment of literature, (2) showing that literature is art, (3) assisting the student to learn necessary literary terminology and more about himself and the world, and (4) improving the teaching of writing and language. Conclusions are: (1) Selected objectives are included in the majority of anthologies; (2) The enjoyment of literature is an objective in each anthology examined; (3) The student's understanding of himself and his world is the next most stressed objective; (4) Exercises for teaching language and writing are included in the majority of anthologies; (5) The objectives of showing literature as art and teaching literacy terminology are stressed more in the anthologies for the average student. (Author/CK)

ED 057 049 TE 002 684

Cayer, Roger L. And Others

Listening and Speaking in the English Classroom: A Collection of Readings.

Pub Date 71

Note—390p.

Available from—The Macmillan Company, 866 Third Avenue, New York, New York 10022 (\$4.95)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Disadvantaged Youth, Educationally Disadvantaged, *English Curriculum, *Essays, *Language Arts, Language Development, *Listening Skills, Oral Communication, *Speech Instruction, Teaching Techniques, Technology

The essay in this text cover major areas of interest, development, and scholarship in the teaching of oral language. Selection was made on the basis of what would best illustrate the principle of integration among the language arts and provide the most instructive classroom application of that principle. The essays are presented in seven sections. The first of the seven categories, "The Comprehensive English Program," defines and explains the guiding principle of the text—that to be taught effectively, English must be conceived of as a cohesive complex of interdependent components. "The Teaching of Listening"

and "The Teaching of Speaking" comprise essays on methods and techniques calculated to assist the teacher in teaching listening and speaking, respectively. Essays in the fourth section, "Listening and the Development of Other Language Skills," and in the fifth, "Speaking and the Development of Other Language Skills," present specific applications of listening and speaking in teaching language and literature. "Audiovisual Technology and the Development of Language Skills" contains essays that explore the multisensory approach to teaching the language arts through varied application of audiovisual technology. A final category, "Oral Language and Teaching the Disadvantaged," focuses on the primacy of oral communication in affecting the general language development and improvement of the disadvantaged. (Author/CK)

ED 057 050

TE 002 685

Campbell, Laurence R.
Journalism in Middle West High Schools in 1969.
Quill and Scroll Society, Iowa City, Iowa.
Pub Date [69]
Note—26p.; A Quill and Scroll Study
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Curricular Activities, Counselor Characteristics, *Curriculum Design, Educational Objectives, *High Schools, *Journalism, Questionnaires, School Publications, *Secondary Education, Student Developed Materials
Identifiers—"Middle West"

The purpose of this study was to examine high school journalism in seven states of the Middle West, i.e., to investigate curricular and co-curricular activities and related topics. Questionnaires were circulated early in 1969 to senior high schools in seven states: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. Conclusions include: (1) The Middle West has been a stronghold of student journalism for many years; (2) Newspaper advisers support sound objectives for high school journalism courses; (3) Newspaper advisers usually are certified in English. (Author/CK)

ED 057 051

TE 002 686

Jones, Ione, Ed.
The Department Chairman: A Bibliography.
Pub Date 71
Note—19p.
Available from—Michigan Council of Teachers of English, 401 South Fourth Street, Ann Arbor, Michigan 48103 (\$0.50)
Document Not Available from EDRS.
Descriptors—*Administrative Personnel, *Bibliographies, *English Departments, *Guidelines, Publications, *Role Perception, Secondary Schools, Task Performance
This bibliography is a compilation of publications written to define and delineate the role of the secondary English chairman and to provide guidelines for his effective performance in that role. A total of 149 works are indexed. (CK)

ED 057 052

TE 002 688

Campbell, Laurence R.
The Role, Beginnings, Membership, and Services of High School Press Associations in the United States.
Quill and Scroll Society, Iowa City, Iowa.
Pub Date Nov 67
Note—43p.; A Quill and Scroll Study
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Data Collection, Group Membership, *High Schools, *Journalism, News Media, *Organizations (Groups), Policy Formation, *Questionnaires, *Role Perception, Tables (Data)
Identifiers—Press Associations, United States

This study had three purposes: (1) to stimulate discussion of the role of the high school press association in the future by reviewing its current policies and programs, (2) to gather information about the associations, particularly the date of founding and the name of the founder, (3) to gather information on the members in each association and on the number of potential members. A questionnaire concerned with history and membership was mailed to all high school press associations in the directory of regional, state, and area high school press associations. More than 30 associations answered the questionnaire. Findings include: (1) Nearly all of the high school press organizations were founded with the cooperation of schools or departments of journalism; (2) The first state-wide high school press as-

sociation was The Oklahoma Interscholastic Press Association; (3) High school press association policies on membership vary widely. A total of 24 tables is included. (CK)

ED 057 053

TE 002 689

Oliver, Robert T.
Communication and Culture in Ancient India and China.
Pub Date 71
Note—325p.
Available from—Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 (\$12.00)

Document Not Available from EDRS.

Descriptors—*Chinese Culture, *Communication (Thought Transfer), Comparative Analysis, *Cultural Context, Diachronic Linguistics, *Indians, Persuasive Discourse, Philosophy, *Rhetoric, Social Attitudes, Speech, Verbal Communication, Western Civilization
Identifiers—China, India

The rhetorical theories and practices of ancient India and China provide the themes of this book. An examination of the relationship between culture and rhetoric, East and West, opens the book. The rhetorical milieu of India, its philosophy, social system, and uses of speech, leads to a probing of the caste system and speech of the Brahmins. Hinduism and other pre-Buddhist rhetorical theories, including a study of the Upanishads and forms of debate, are considered along with the influence of Gautama Buddha. The rhetorical milieu of China is examined, together with analysis of the earliest classic, an anthology of political speeches. Chinese rhetoric of etiquette is compared with Hindu caste rhetoric. The rhetorical systems of Confucius and Mencius are evaluated in detail, after which the motivational rhetorics of Mo-Tze and Hsun-tze are examined. Han Fei-tzu's totalitarian rhetoric is contrasted with the Taoist rhetorics of Lao-Tzu's totalitarian rhetoric is contrasted with the Taoist rhetorics of Lao-Tzu and Chuang-Tzu. The book concludes with a chapter on characteristics of Asian rhetoric, with a comparison of rhetorics of East and West. Notes, bibliography, and index are included. (Author/DB)

ED 057 054

TE 002 690

Schneider, Virginia Lee
A Study of the Effectiveness of Emphasizing the Teaching of Reading Skills to Improve Composition Skills in Remedial English Classes at Kansas City Kansas Community Junior College.

Pub Date 70
Note—112p.; Ph.D. Dissertation, University of Kansas
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-13,359; MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Community Colleges, *Composition Skills (Literary), Control Groups, Developmental Reading, Effective Teaching, *English Instruction, Experimental Groups, Expository Writing, *Junior Colleges, *Reading Skills, *Remedial Courses, Statistical Analysis, *Teaching Methods, Test Results
Identifiers—Kansas City, TAP, *Tests of Academic Progress

To find an improved method of teaching remedial English classes, a study was made to determine whether: (1) emphasis on reading skills leads to improved writing, (2) reading can be improved in an English class, (3) reading skills can be taught by teachers with little or no training. Six sections of Remedial Freshman English were used. Three sections were the Control Group, in which the conventional method of teaching was used. Three sections constituted the Experimental Group, in which developmental reading was taught in addition to the conventional method. An expository essay written at the beginning and at the end of the semester and Tests of Academic Progress (TAP) in "Composition" and in "Reading" constituted the instruments for a pretest-posttest design. Results include: (1) In the Experimental Group, there were gains in all test score areas, but not statistically significant ones in reading skills; (2) There was significant loss in the reading scores of one Control section; (3) There was no statistically significant difference between the conventional method of teaching and the method in which developmental reading skills were taught as far as results in composition were

concerned. It is concluded that emphasis on reading skills can lead to improved writing, and that there is no statistically significant difference between the conventional and the developmental methods in the teaching of composition skills. (Author/CK)

ED 057 055

TE 002 691

Bohac, Joseph J. Frank, Peter R.
The Effectiveness of the Teaching Machine as a Method of Teaching Vocabulary and the Relationships of Personality Types to the Teaching Machine as a Method of Instruction.

Pub Date 69
Note—211p.; Ph.D. Dissertation, United States International University
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-20,721; MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Anxiety, Control Groups, *English Instruction, Experimental Groups, Individual Characteristics, Personality Studies, *Programmed Instruction, *Teaching Machines, Test Results, *Vocabulary Development
Identifiers—Ginn Diagnostic Vocabulary Test

The aims of this study were to: (1) investigate the effectiveness of teaching machines in teaching vocabulary, (2) examine the relationships between various anxiety levels and the effectiveness of the teaching machine and the relationships between extroversion and introversion and the effectiveness of the machine, and (3) examine the possible interaction effects between the various personality characteristics and the effectiveness of the teaching machine in the teaching of vocabulary. A sample of 149 students was divided into two treatment groups and one control group. Treatment I consisted of the use of the Non-Linear Systems Vocabulary Builder; Treatment II involved the use of vocabulary programmed booklets; Treatment III, the control group, was to do the kind of vocabulary work that is normal work in an English class. All were subjected to the Ginn Diagnostic Vocabulary Test as a pretest, a post-test, and a follow-up test one month later. Treatment I showed a significantly higher gain in vocabulary acquisition, and showed a slight, but statistically non-significant loss on the follow-up test of retention. Treatment Group II showed a slight gain on the post-test and made a gain on the follow-up test. The control group showed a slight gain on the post-test, but a significant gain on the follow-up test of retention. Further research is recommended to determine the reason for the rise in scores between post-test and follow-up test. (Author/CK)

ED 057 056

TE 002 692

Elardo, Richard
The Experimental Facilitation of Children's Comprehension and Production of Four Syntactic Structures.

Pub Date 71
Note—144p.; Ph.D. Dissertation, Arizona State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-14,434; MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Comprehension, Control Groups, Experimental Groups, *Experimental Programs, Language Development, *Language Usage, *Preschool Children, Sentence Structure, *Syntax, Toys, Training, Verbs

This study assessed the effectiveness of five hours of distributed training on three-year-old children's comprehension and production of the passive, negative, possessive and negative passive syntactic structures. A comprehension test identified 20 children who did not evidence understanding of these structures. Subject were randomly assigned to experimental and control groups. Experimental subjects received daily training. Toys in different arrangements served as exemplars of the structures. A readministration of the comprehension test to all children after three weeks showed significant improvement among experimental subjects, who also performed well on a test for production of these structures. These results were offered as evidence of the influence exerted by certain environmental conditions on basic language ability. [See ED 050 120 for a summary of this study.] (Author/CK)

ED 057 057

TE 002 694

Campbell, Laurence R.

The High School Newspaper as a Medium of Good Will.

Quill and Scroll Society, Iowa City, Iowa.

Pub Date [68]

Note—9p.; A Quill and Scroll Study

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Attitudes, Administrator Responsibility, High School Students, *Journalism, Principals, Public Relations, *School Community Relationship, *School Publications, *Student School Relationship, Surveys, Tables (Data), Teacher Participation

A survey of 612 principals in six states demonstrated that student newspapers are a vital force in high school life. On the basis of this survey, from which tabular statistics are presented in this document, the following conclusions are justified: (1) High school students should study mass media as well as literature; (2) Students and teachers should read the high school newspaper regularly; (3) School newspapers are a significant factor in internal public relations and an important force in external public relations; (4) Principals do not give student journalism the support needed to achieve excellence. (CK)

ED 057 058

TE 002 695

Campbell, Laurence R.

Journalism in Florida Junior High Schools.

Quill and Scroll Society, Iowa City, Iowa.

Pub Date [71]

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Analysis, *Journalism, *Junior High Schools, *Questionnaires, *School Publications, *Secondary School Teachers, Surveys, Tables (Data), Teacher Guidance

Identifiers—*Florida

The purpose of this preliminary study of journalism in Florida junior high schools is to determine whether activities in this field are numerous enough to justify a thorough study. A questionnaire covering 78 items was distributed and answers received from 55 junior high schools. While the data in the questionnaire are easy to interpret, many undecided answers were given to fact questions. A total of 19 tables gives a breakdown of these answers. One conclusion reached from this survey is that junior high school journalism teachers need better guidance than they are now receiving from county and state agencies. (CK)

ED 057 059

TE 002 696

Campbell, Laurence R.

Measure the Content of Your School Paper.

Quill and Scroll Society, Iowa City, Iowa.

Pub Date [69]

Note—5p.; A Quill and Scroll Inquiry

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Content Analysis, *Evaluation Techniques, *Journalism, News Media, *School Publications, *Student Developed Materials

This brief study classifies the newspaper content into various standard categories, and measures in column inches the amounts of news in eight high school newspapers. The four main categories of newspaper content measured were news, sports news, editorials and features, and advertising. News was classified as administration, activities, community, curricular, organizations, sports, recognition, and miscellaneous. Results of the analysis show that student organizations and activities, including sports, are newsworthy but curricular activities are not. High school newspapers should learn to evaluate their own efforts objectively. (DB)

ED 057 060

TE 002 697

Reynolds, A. L.

"Kyte Creek" and "Spoon River Anthology."

Pub Date Oct 71

Note—12p.

Journal Cit—Illinois English Bulletin; v59 n1 p5-16 October 1971

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*American Literature, Anthologies, *Creative Writing, *English Instruction, High School Curriculum, Oral Expression, *Poetry, Student Developed Materials, Tape Recordings, *Teaching Techniques, Unit Plan

Identifiers—Masters (Edgar Lee), *Spoon River Anthology

An innovative approach to the teaching of poetry to juniors in high school is described. The subject matter selected for the class was "Spoon River Anthology," and students were then asked to write poems to appear in their own "Kyte Creek Anthology." The students were given copies of 40 poems from "Spoon River," and each orally interpreted one poem. A discussion was then held of the poems, and questions were asked to help students outline an incident that occurs in "Spoon River." When a thorough analysis of the poetry was completed, the students listened to a record of the 40 poems, performed by a professional. The students were each issued an outline to use as a guideline in developing poetry for their "Kyte Creek Anthology," a copy of which is provided. The poems were compiled in booklets, and students taped the material, using sound effects. After listening to the tapes, the students discussed their efforts and wrote critiques. The anthologies then went to the school newspaper for reproducing for the entire school. The students received two grades for their work—group criticisms from the teacher and criticisms that the classes had written. A sampling of poetry from "Kyte Creek Anthology" is given. (DB)

ED 057 061

TE 002 698

Copeland, Evelyn M.

What Can You Say About JIINT?

Pub Date Sep 71

Note—6p.

Journal Cit—NEATE Leaflet; v70 n3 p22-27

September 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Composition (Literary), *Creative Writing, *Elementary School Students, Hypothesis Testing, Individual Differences, *Motivation Techniques, *Primary Grades, Problem Solving, Student Motivation, Writing Skills

The hypothesis discussed in this article is that positive attention to the creative process with ample opportunity to write and tell stories and ideas will result in more competency in the skills of writing - and considerable more success and joy in the art of writing - than will the teaching of the skills per se in the early years. To nurture creativity in writing, the teacher of the primary grades must create situations in which each child can succeed in some respect, pose problems in which the challenges will allow for individuality, and talk with the child about what the child is talking about. For example, after a class has visited the zoo, each child could then do a take-off on an imaginary animal. (CK)

ED 057 062

TE 002 699

Turner, Darwin T. Stanford, Barbara Dadds

Theory and Practice in the Teaching of Literature by Afro-Americans.

National Council of Teachers of English, Urbana, Ill. ERIC Clearinghouse on the Teaching of English.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—106p.; NCTE/ERIC Studies in the Teaching of English

Available from—The National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 38658: \$1.50 prepaid)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographies, Books, *Curriculum Design, *English Curriculum, High School Curriculum, Instructional Materials, Junior High Schools, Lesson Plans, *Literature Programs, *Negro Literature, *Teaching Techniques, Thematic Approach

Brief prescriptions are offered for the teaching of Afro-American Literature, and specific materials that might be used in conventionally structured high school literature courses are suggested and discussed in relation to the historical periods in which they were created. Following this, a selected reading list of literature by Afro-Americans for the teacher of Grades 7-12 is provided. A high school teacher then presents detailed and specific suggestions about illustrative approaches to materials by and about Afro-Americans. Works that can be used in thematic units for students in junior high school are discussed first, and an approach to one example of each of three kinds of works—a novel, a poem, and an essay—is outlined, this being aimed at high school students. The lessons presented contain a detailed analysis

of the three works with suggestions for dealing with the work in the classroom. (Author/DB)

ED 057 063

TE 002 700

Hand, Wayland D., Ed.

American Folk Legend: A Symposium.

Pub Date 6 Dec 71

Note—245p.

Available from—University of California Press, 2223 Fulton Street, Berkeley, California 94720 (\$7.50)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, *Conferences, *Folk Culture, *Folklore Books, *Legends, Mythology, *Symposia, Values

The proceedings of the UCLA Conference on American folk legend are the subject of these 14 papers. Areas of discussion include matters of definition, classification, structure and style, historical perspective, socio-psychological values, certain aspects of saints' legends in the Pennsylvania-German country, comparison of legendary and balladic treatments of the same historical event, and Hispanic and Latin American legendary materials. It is evident from the conference that American legend studies are still in their infancy. (Editor/CK)

ED 057 064

TE 002 701

Humanities for the Young School Leaver: An Approach through Classics.

Schools Council, London (England).

Pub Date 67

Note—40p.

Available from—Pendragon House, 899 Broadway Avenue, Redwood City, California 94061 (\$0.75)

Document Not Available from EDRS.

Descriptors—Children, *Classical Literature, Course Content, Curriculum Guides, Dropout Teaching, Educational Objectives, *Humanities Instruction, *Secondary Education, *Teaching Methods, *Thought Processes

Identifiers—Piaget (Jean)

This paper suggests appropriate material for a general humanities course founded on the classics and discusses the proper way of presenting it. The document also gives examples of such a course, which have been used successfully over a number of years. The ultimate purpose, of those who teach the humanities is brought out, i.e., to shape minds and satisfy souls. This teaching must be done before a child has reached the age of 15, at which time the level of formal thinking develops into a stable system if it develops at all according to Piaget. This document discusses the aims and scope of possible new courses and suggests starting points, teaching methods, and a syllabus in Classical Studies. (Author/CK)

ED 057 065

TE 499 806

Brunet, Jacques, Ed.

Oriental Music: A Selected Discography.

National Council of Associations for International Studies, Pittsburgh, Pa.; New York State Education Dept., Albany. Center for International Programs and Comparative Studies.

Pub Date 71

Note—107p.; Foreign Area Materials Center Occasional Publication No. 16

Available from—New York State ERIC Service, Room 468 EBA, State Education Department, Albany, New York 12224 (free microfiche copies); N.Y. State Ed. Dept., Center for International Programs & Studies, Albany, N.Y. 12224 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cultural Enrichment, Instructional Materials, *International Education, *Music Appreciation, *Music Education, Nonwestern Civilization, *Oriental Music, Phonotape Recordings

Identifiers—*Asia, Discography, Middle East, North Africa

This discography was prepared at the International Institute for Comparative Music Studies and Documentation in Berlin as a contribution to strengthening material resources useful in teaching about societies and cultures outside the United States and Western Europe. It is not an exhaustive compilation, but a selection of recordings of traditional music of Asian countries. Only records commercially available today have been included. Areas of the world covered are the Middle East, North Africa, Central Asia, South Asia, Southeast Asia, and East Asia. (Author/CK)

ED 057 066

TE 499 807

Curtiss, Marie Joy

Music of India: Notes to Accompany a Set of Tapes Recorded by the Pan Orient Arts Foundation.

New York State Education Dept., Albany. Center for International Programs and Comparative Studies.

Note—95p.

Available from—New York State ERIC Service, Room 468 EBA, State Education Department, Albany, New York 12224 (free microfiche copies).

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Glossaries, *Instructional Materials, *Musical Composition, *Music Appreciation, *Music Education, Nonwestern Civilization, *Oriental Music, Reference Materials, *Tape Recordings

Identifiers—*India

This document contains notes that have been prepared to accompany a set of 12 tapes illustrating a variety of performance styles in both North and South Indian music. The "ragas" given is Western notation together with informative comments on the tapes and the material collected in these notes should provide a teacher with some knowledge of the musical idiom as a basis for class instruction. At the conclusion of each composition on the tapes, a demonstration of the "raga" (medodic material) and the "tala" (rhythmic cycle) may be heard. A list of source books containing technical materials on the subject and a glossary of terms relevant to Indian Classical music are included. (Author/CK)

ED 057 067

TE 499 809

Trow, Martin

Notes on Undergraduate Teaching at Large State Universities.

Tufts Univ., Medford, Mass.

Pub Date [66]

Note—45p.; A paper contained in The Tufts Seminar to Initiate New Experiments in Undergraduate Education (Final Report)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, *College Instruction, *Educational Improvement, Honors Classes, *Instructional Improvement, *Social Sciences, *State Universities, *Undergraduate Study, Verbal Ability

Some of the characteristics of large, public universities that limit the kinds of educational innovations that are desirable are discussed. These characteristics are: Resources; The Teaching Assistant; The Faculty; State University Undergraduates; The Organizational Patterns of Large State Universities. The implications of these characteristics for innovation and improvement in social science teaching are presented. In Appendix 1, the Scholastic Aptitude Test Scores of entering Freshmen at Berkeley are compared with Freshmen classes in Harvard, Stanford, Cal Tech, and MIT for the year 1960, and with Michigan and Cornell for the year 1964. In addition, the SAT Verbal Scores for entering students in 1960-61 at Berkeley, Amherst, Cal Tech, and MIT are compared. Appendix 2 is A Proposal for an Honors College at Berkeley. (DB)

TM

ED 057 068

24

TM 000 698

Scheuerer, Daniel T. And Others

The Placement of Students in Viable Learning Situations Through the Use of Achievement Tests and Systems Engineering Rather than Through Annual Promotion and Retention. Volume I of II. Final Report.

Melbourne High School, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-1568

Pub Date Jun 70

Contract—OEC-2-6-061568-0982

Note—308p.

Available from—Materials copyrighted by BSCS available from Biological Sciences Curriculum Study, University of Colorado, P.O. Box 930, Boulder, Colorado 80302; Those from ETS, Test Development, Educational Testing Service, Princeton, N.J. 08540

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Achievement, Administrator Role, American History, Biology, Course Objectives, Educational Innovation, Educational Objectives, English, High School Curriculum, Management Systems, Mathematical Concepts, Models, *Nongraded System, Norms, School Schedules, *Secondary Schools, Student Characteristics, *Student Placement, Student Promotion, *Summative Evaluation, Test Construction

Identifiers—Brevard County, Florida, *Melbourne High School

This document, the first of two volumes of a final report, describes the various models which were utilized to support the development of a nongraded, phased, secondary school. It also contains the developed objectives which were used in conjunction with the on-going operations research, while Volume II contains the placement instruments specifically developed for the project. It should be noted that the objectives set forth in Volume I are not keyed to the instrumentation detailed in Volume II. See also TM 000 699. (CK)

ED 057 069

24

TM 000 699

Scheuerer, Daniel T. And Others

The Placement of Students in Viable Learning Situations Through the Use of Achievement Tests and Systems Engineering Rather than Through Annual Promotion and Retention. Volume II of II. Final Report.

Melbourne High School, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-1568

Pub Date Jun 70

Contract—OEC-2-6-061568-0982

Note—313p.

Available from—Materials copyrighted by BSCS available from Biological Sciences Curriculum Study, University of Colorado, P.O. Box 930, Boulder, Colorado 80302; Those from ETS, Test Development, Educational Testing Service, Princeton, N.J. 08540

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Achievement Tests, Administrator Role, American History, Biology, Educational Objectives, English, High School Curriculum, Learning Experience, Learning Processes, Management Systems, Mathematical Concepts, Models, Multiple Choice Tests, *Nongraded System, Norms, Program Evaluation, *Secondary Schools, *Student Placement, Student Promotion, *Summative Evaluation, Systems Approach, Tests

Identifiers—Brevard County, Florida, *Melbourne High School

This document, the second of two volumes of a final report on a nongraded, phased, secondary school, presents the achievement instruments specifically developed as part of the operations research undertaken in that project. An intent of the project was to establish an acceptable procedure for developing instrumentation to support student placement and movement through a nongraded system. The instruments themselves should be considered placement measures not specific achievement measures. The tests developed were intended for use only in the school investigated in this report, and were normed on the population of that school. Attempts to apply them in other educational situations may be both misleading and unreliable. See also TM 000 698. (CK)

ED 057 070

TM 000 851

Bagley, Clarence H., Ed.

Proceedings of the Annual National Institutional Research Forum (4th, Hotel Leamington and The University of Minnesota, May 17-20, 1964). A Conceptual Framework for Institutional Research.

Washington State Univ., Pullman. Office of Institutional Research.

Pub Date May 64

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Policy, *Conceptual Schemes, *Conferences, Educational Research, *Institutional Research, Policy, *Policy Formation, Seminars

The published proceedings of this conference focus on basic issues in the area of institutional research and are limited to those papers presented during the general seminars. Topics

discussed were: "A Conceptual Framework for Institutional Research: Three Points of View" (Samuel Baskin; Stuart Grout; Robert E. Hubbard); "The Role of Institutional Research in the Formation of Policy" (Eldridge Scales; Vernon Hendrix; Lois Torrence); "The Role of Institutional Research in the Implementation of Policy" (D. Gordon Tyndall; Carl E. Wedekind); "The Role of Institutional Research in the Evaluation of Policy" (Charles E. Howell; Everett H. Hopkins; James R. Montgomery); "The Role of Institutional Research in the Administrative Process" (James I. Doi); and "New Techniques in Institutional Research" (G. Truman Hunter; Vernon Hendrix; Al Cavanaugh; Joe Saupe; Keith Smith). (CK)

ED 057 071

TM 000 901

Carroll, John B.

Implications of Aptitude Test Research and Psycholinguistic Theory for Foreign Language Teaching.

Educational Testing Service, Princeton, N.J.

Report No—RM-71-14

Pub Date Oct 71

Note—15p.; Paper presented at XVIIth International Congress, International Association of Applied Psychology, Liege, Belgium, July 27, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Educational Research, *Individual Differences, *Language Instruction, *Psycholinguistics, Structural Grammar, Teaching Techniques

The nature of foreign language aptitude and the consequent implications for teaching are discussed. Areas include teaching of aptitudinal skills, diagnosis of individual difficulties, necessity of identifying sounds as unique entities, "audiolingual habit theory" vs. "cognitive code learning theory," and inductive and deductive teaching techniques. (MS)

ED 057 072

TM 000 904

Proceedings of the Annual Western Regional Conference on Testing Problems (20th, Oakland, California, May 7, 1971).

Educational Testing Service, Princeton, N.J.

Pub Date 7 May 71

Note—72p.

Available from—Educational Testing Service, Princeton, New Jersey, 08540 (\$2.00 per copy)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, *Educational Accountability, Educational Innovation, Educational Needs, *Educational Programs, Evaluation, Goal Orientation, *Program Evaluation, State Colleges, *Testing Problems

Conference papers include: "The 'New Approach of the California State Colleges'" (Glenn S. Dumke); "Toward Institutional Goal-Consciousness" (Richard E. Peterson); "The Commission on Non-traditional Study - Who Needs It?" (John A. Valentine); "The Impact of Mandated Evaluation on Education" (Alexander I. Law); "A Workable Solution to the Demand for Accountability: The Georgia Assessment Project" (William H. Schabacker). (MS)

ED 057 073

TM 000 908

Friedman, Myles I. And Others

The Development of Problem-Solving Skills in Early Childhood.

South Carolina Univ., Columbia. School of Education.

Pub Date Jun 71

Note—324p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Cultural Interrelationships, Culturally Advantaged, *Disadvantaged Youth, *Early Childhood, Elementary School Curriculum, *Item Analysis, Learning Readiness, *Mental Development, *Problem Solving, Test Construction, Test Reliability, Test Validity

Identifiers—*Scaling Techniques

This investigation was designed to identify scales indicative of the development of problem-solving behavior in young children, and to discover whether children of different backgrounds exhibit similarities in the order of development and levels of achievement of problem-solving behaviors. Items from twenty-two tests were selected for use. Conclusions were: a) there are problem-solving skills that develop in the same order among children of extremely different backgrounds; b) there are particular problem-solving skills that develop in a different order for

disadvantaged and advantaged children; c) many item sets did not scale reliably for the disadvantaged children. Appendices containing specific data are included. (MS)

ED 057 074 TM 000 911

Boldt, Robert F.

An Approximately Reproducing Scoring Scheme That Aligns Random Response and Omission.

Educational Testing Service, Princeton, N.J.

Spons Agency—Air Force Human Resources

Lab., Lowry AFB, Colo.

Report No—RB-71-43

Pub Date Sep 71

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Confidence Testing, Guessing (Tests), *Multiple Choice Tests, *Probability Theory, *Response Style (Tests), Risk, Scores, *Scoring Formulas, Testing Problems, Test Interpretation, Transformations (Mathematics)

One formulation of confidence scoring requires the examinee to indicate as a number his personal probability of the correctness of each alternative in a multiple-choice test. For this formulation, a linear transformation of the logarithm of the correct response is maximized if the examinee reports accurately his personal probability. To equate omits scores with choice scores, the transformation can be chosen so that the score is zero if the examinee indicates complete uncertainty. If this is done, the scoring function depends on the number of alternatives. One could also align uncertainty and response omission by granting credit for omitting items, though it is felt this might be hard to explain to examinees. (Author)

ED 057 075 TM 000 912

Lunneborg, Clifford E.

Adjusting Regression Weights for Criterion Group Similarity.

Washington Univ., Seattle. Bureau of Testing.

Pub Date Sep 71

Note—14p.; From symposium "People, Patterns and the Prediction of Academic Criteria," American Psychological Association Convention, Washington, D. C., September 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, Achievement Tests, Aptitude Tests, *Bayesian Statistics, College Students, *Discriminant Analysis, *Experimental Groups, *Grade Point Average, Multiple Regression Analysis, Prediction, *Predictive Ability (Testing), Predictor Variables, Probability Theory, Symposia

Identifiers—*Washington Pre College Testing Program

A Bayesian prediction strategy is outlined in which antecedent measures are divided into two subgroups. One subgroup is used to discriminate among criterion groups, the second to provide normal linear predictions for each group. Individualized regression constants are subsequently obtained by computing probabilities of group membership from the discriminating measures and weighting the group prediction equations by these probabilities. The technique is illustrated by the prediction of cumulative University of Washington GPA for student groups categorized by terminal university status using achievement and aptitude measures from the Washington Pre-College testing program. Errors on validation were slightly less for the adjusted predictions than for a single pooled prediction equation suggesting this may be a promising approach to the moderation of predictions. (Author)

ED 057 076 TM 000 913

Federico, Pat-Anthony

Identifying Item Validity Indices Utilizing a Multivariate Model.

Air Force Human Resources Lab., Brooks AFB,

Texas.

Report No—AFHRL-TR-71-16

Pub Date Apr 71

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitude Tests, *Discriminant Analysis, *Item Analysis, Predictive Ability (Testing), Psychometrics, Statistical Analysis, Student Attitudes, *Surveys, Technical Education, *Validity, *Weighted Scores

This study demonstrates and discusses a new procedure for performing item analysis which utilizes multiple discriminant analysis to establish efficiently and effectively an index of item validity. Application of this statistical technique to data

derived from an attitude survey of three groups of students enrolled in technical training courses yielded the following results: It disclosed those stimulus items which were responsive enough to discriminate among criterion groups; it partitioned the total discriminatory power of the items into two homogeneous components; it yielded data for arriving at a special weighting scheme for scoring the final attitude form; and it located the positions of the criterion groups relative to the two orthogonal dimensions of the attitude universe. (Author)

ED 057 077 TM 000 914

Seidel, Robert J.

Theories and Strategies Related to Measurement in Individualized Instruction.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research

and Development (Army), Washington, D.C.

Report No—HumRRO-PP-2-71

Pub Date Mar 71

Note—18p.; Paper presented at the American Psychological Association Convention, Miami Beach, Florida, September 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Cybernetics, Educational Technology, Individual Differences, *Individualized Instruction, *Information Processing, Instructional Materials, Instructional Technology, Learning Processes, *Learning Theories, Performance Criteria, Psychometrics, Teaching Models

One of the basic problems in relating learning theories to instructional strategies is that traditionally learning theory has researched the micro unit whereas the instructional environment studies the macro unit. Traditionally, instructional strategy research and development takes the learner as he comes, an integrated organism. In learning theory research, there is control and limitation on the structure of the learning materials, whereas instructional subject-matter is rich in potential organization and hierarchical orderings. Moreover, learning theory research deals in a subset of factors relevant to instruction. This paper addresses problems in bridging gaps between learning research and instructional development by considering the relevance of the premises of learning theory and identifying some promising directions that draw on the concepts of cybernetics and information processing. (Author)

ED 057 078 TM 000 921

Williams, Richard C.

Disadvantages of Feedback.

Pub Date Feb 71

Note—8p.; From symposium "Feeding Back Information Collected From School Staffs," American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case Studies (Education), Data Collection, Educational Problems, *Educational Research, *Feedback, *Formative Evaluation, Human Relations, Information Utilization, Research Methodology, *Research Problems, *Research Utilization, Symposia, Validity

If feedback from educational research is not properly related or interpreted, it can often be more detrimental than beneficial. Five factors that should be kept in mind regarding feedback are: (1) varying interpretations of research findings depending on the user, (2) ethical-human aspects, (3) validity problems, (4) interaction effects, and (5) contamination of the original sample. Two case studies illustrating some of the above mentioned problems are presented. (CK)

ED 057 079 TM 000 922

Sirotnik, Kenneth A. Hruby, Mary L.

Use and Implications of the Feedback Process in Research Design.

Pub Date Feb 71

Note—11p.; From symposium "Feeding Back Information Collected From School Staffs," American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ethical Values, *Feedback, *Goal Orientation, *Hypothesis Testing, *Information Utilization, Intervention, *Research Design, Research Methodology, Research Utilization

This paper suggests ways of structuring the content of feedback experimentally to test

hypotheses of interest. Use of the feedback process in this manner suggests a variety of research and intervention tactics, many of them unexplored and some of them implying ethically questionable conduct. Consideration of this question also helps illuminate the potential conflict that exists between the ends of research and those of the client. It is suggested that problems of this nature are endemic to projects which combine basic research and intervention-improvement goals. (Author)

ED 057 080 TM 000 923

Seeman, Alice

Feedback and the Measurement of Change.

Pub Date Feb 71

Note—5p.; From symposium "Feeding Back Information Collected From School Staffs," American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Change, Educational Improvement, Educational Problems, *Feedback, *Formative Evaluation, *Information Utilization, Research Methodology, *Research Problems, Research Utilization, Symposia

Identifiers—*League of Cooperating Schools

Feedback is discussed in relation to measuring the change process, a three-step procedure of dialogue, decision-making, and action-taking. Measurement problems resulting from feedback are presented. (AG)

ED 057 081 TM 000 924

Lieberman, Ann

Problems in Making Feedback Useful to School Staff.

Pub Date Feb 71

Note—7p.; From symposium "Feeding Back Information Collected From School Staffs," American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case Studies (Education), Educational Problems, *Feedback, Formative Evaluation, Information Utilization, Research Methodology, *Research Problems, *Research Utilization, *School Personnel, *Symposia, Teachers

Various actual experiences are illustrated which relate to the problem of making feedback useful, and certain methods and techniques are offered as possible ways of handling the communication problem. (CK)

ED 057 082 TM 000 925

Woodbury, Charles A., Jr. And Others

Conceptual Model for Assessment and Analysis of Learner-Oriented Educational Needs of Virginia 1969-1970.

Virginia Univ., Charlottesville, Bureau of Educational Research.

Pub Date 5 Feb 71

Note—17p.; From symposium "Comparative Models for State Needs Assessment," American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Objectives, Behavior, *Cognitive Objectives, *Conceptual Schemes, Educational Accountability, Educational Change, *Educational Needs, Educational Planning, Individual Characteristics, *Learning Processes, Models, Performance Criteria, Public Schools, Task Analysis

Funding of much creative effort to solve educational problems is riding on effective states needs assessment and, therefore, suggests a model for accountability as well as identification of cognitive and affective needs. Concepts for model constructs are several, including the learner's unique self-social system: the school and classroom with its own mix of interacting influences: policy, instruction, content, personnel and their perceptions. Output gaps between criterion behaviors and attainment can then be analyzed for present accountability and used as guidelines for change, planning, and continuing assessment. (Author)

ED 057 083 TM 000 926

Evans, Charles L.

Initial Assessment of the Intensified Learning Plan.

Fort Worth Independent School District, Tex.

Pub Date Jul 71

Note—82p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Class Attendance, Conferences, Courses, Educational Objectives, Evaluation Criteria, *Extended School Day, Grades (Scholastic), *High Schools, *Middle Schools, Parent Attitudes, *Program Evaluation, Questionnaires, Student Attitudes, Teacher Attitudes, Teacher Responsibility, Test Results, *Trimester Schedules

Identifiers—*Intensified Learning Plan

Under the Intensified Learning Plan (ILP), the school year was organized into trimesters. Students focused on fewer subjects for longer daily periods than usual. Results of tests, questionnaires, and conferences were used to measure the accomplishment of criterion objectives. The majority of parents, students, and teachers preferred the ILP, with the exception of high school teachers, who recommended returning to the semester plan. Teacher, parent, and student opinionnaire results are appended. (MS)

ED 057 084 TM 000 927

Komulainen, Erkki

Investigations into the Instructional Process II. Objectivity of Coding in a Modified Flanders Interaction Analysis.

Helsinki Univ. (Finland). Inst. of Education.

Report No.—RB-27

Pub Date Dec 70

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classification, *Classroom Observation Techniques, *Codification, Content Analysis, Courses, *Instruction, *Interaction Process Analysis, Measurement Instruments, *Reliability, Video Tape Recordings

Identifiers—Finland, *Flanders Interaction Analysis, Helsinki

The reliability of coding problems associated with observation studies is discussed. The purpose is two-fold: a) to examine coding reliability by applying the profile method to two coding occasions separated by a lengthy time interval with the object of determining both within-occasion reliability (agreement) and between-occasion reliability (constancy); and b) to develop a method for the measurement of the reliability of any one individual category. (MS)

ED 057 085 TM 000 928

Veldman, Donald J. And Others

Manual for Scoring the Test of Directed Imagination.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—RMM-4

Pub Date Aug 67

Grant—OEG-3-10-032

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Direction Writing, Educational Research, Imagination, Manuals, Measurement Techniques, *Projective Tests, Rating Scales, *Scoring, *Situational Tests, *Teacher Behavior, Teacher Education, Test Interpretation, Test Reliability

Identifiers—*Directed Imagination Test

A scoring manual for the Directed Imagination Test, a projective technique wherein the subject is instructed to write four fictional stories (four minutes are allowed for each) about teachers and their experiences, is presented. The manual provides detailed instructions for rating each story by fifteen dimensions relevant to teacher education research. Seven examples are presented for each of the fifteen dimensions to aid in the scoring process. The manual also includes results of an interjudge reliability study based on 78 protocols. (CK)

ED 057 086 TM 000 929

Thompson, Raymond E.

Investigations of the Appropriateness of the College Board Science Achievement Tests for Students of Different High School Science Courses.

Educational Testing Service, Princeton, N.J.

Report No.—TDR-71-2

Pub Date Sep 71

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, Biology, Chemistry, Course Evaluation, *Educational Background, *High School Students, *Performance Factors, Physics, Rating Scales, *Science Courses, Science Tests, Statistical Analysis, Teacher Attitudes, Test Bias, Test Interpretation, Test Results, Test Reviews

Identifiers—*College Board Science Achievement Tests

Results of teacher ratings of test questions, performance of students, and analyses of achievement test scores indicate that the College Board Science Achievement Tests are now equally appropriate for students in both regular and special courses in biology, chemistry, and physics. (MS)

ED 057 087 TM 000 930

Cooley, William W.

Methods of Evaluating School Innovations.

Pub Date 3 Sep 71

Note—30p.; Paper presented at the 79th Annual Convention of the American Psychological Association, Washington, D.C., September 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Classroom Research, Criterion Referenced Tests, Curriculum Development, Early Childhood Education, Educational Innovation, Educational Programs, *Evaluation Methods, Experimental Curriculum, *Formative Evaluation, Individual Differences, *Individualized Instruction, Input Output Analysis, *Instructional Innovation, Instructional Materials, Program Evaluation

Identifiers—*Individually Prescribed Instruction, IPI, Learning Research and Development Center, LRDC, Wide Range Achievement Tests, WRAT

This evaluative research is concerned with specific educational programs which attempt to adapt instruction to individual differences. Attention is limited to the Frick School, a large urban Pittsburgh school in which the Learning Research and Development Center develops its new educational programs, and to the Follow-Through network where these programs are used by the center to study processes involved in dissemination of new educational innovations. (CK)

ED 057 088 TM 000 931

Clifford, Margaret M.

Decision-Making Rationale for Educational Testing.

Iowa Univ., Iowa City. Coll. of Education.

Pub Date [Oct 71]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Achievement Tests, Behavioral Objectives, *Decision Making, *Educational Testing, *Individual Power, Measurement Techniques, Student Motivation, *Student Opinion, Student Participation, Student Role, Test Construction, Test Interpretation, Test Results

Identifiers—*Decision making Rationale for Educational Testing, DRET

Decision-making Rationale for Educational Testing (DRET) is a proposal intended to reduce the misuse of achievement tests. It assumes 1) measurement is intended to facilitate decision-making, 2) the choice of an instrument, the identification of examinees and the use of test results is determined by the decision for which the measurement is to be taken, and 3) effective educational measurement is a function of the nature of the decision, the examinee's option to measure, and his expectation of the measurement. DRET specifies that a decision issue must be clearly stated and validated before initiating measurement, and that measurement in excess of that which facilitates the decision is prohibited. This proposal gives the student a major role in determining measurement activities and might be summarized in the motto, "Test at Student Request." (Author)

ED 057 089 TM 000 932

Blai, Boris, Jr.

The Nelson-Denny Reading Test and Harcum-earned Academic Averages.

Harcum Junior Coll., Bryn Mawr, Pa.

Report No.—IRR-71-19

Pub Date Jun 71

Note—2p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *College Freshmen, Correlation, *Grade Point Average, High Achievers, Low Achievers, National Norms, *Predictive Ability (Testing), Reading Difficulty, *Reading Tests, Scores, Test Interpretation

Identifiers—Academic Honors, *Nelson Denny Reading Test

Research shows that there is a substantial degree of correlation between scores obtained on the Nelson-Denny Reading Test and the academic averages obtained by freshmen students at Harcum Junior College. This indicates that the reading test is a useful measuring instrument for predicting general levels of first-year academic achievement. (CK)

ED 057 090 TM 000 933

Blai, Boris, Jr.

Interpreting Nelson-Denny Reading Test Scores.

Harcum Junior Coll., Bryn Mawr, Pa.

Pub Date Oct 70

Note—2p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, College Freshmen, Correlation, Grade Point Average, National Norms, *Predictive Ability (Testing), Reading Comprehension, *Reading Difficulty, *Reading Tests, Scores, *Test Interpretation, Test Results, Vocabulary Development

Identifiers—*Nelson Denny Reading Test

Reading test results and their interpretation are stressed because of their importance in student achievement. The Nelson-Denny Reading Test used at Harcum Junior College is a useful measuring instrument for predicting academic achievement, screening students, and diagnosing reading and learning problems. General hints for interpretation of the reading test results are presented. (CK)

ED 057 091 TM 000 934

Evans, Charles L.

Short Term Assessment of the Middle School Plan.

Fort Worth Independent School District, Tex.

Pub Date Aug 70

Note—137p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Athletic Programs, Building Design, *Comparative Analysis, Data Analysis, Dating (Social), Educational Innovation, Educational Objectives, Flexible Scheduling, *Hypothesis Testing, *Junior High Schools, *Middle Schools, Physical Characteristics, *Program Evaluation, School Organization, Student Attitudes, Teacher Attitudes, Traditional Schools

Twenty-seven hypotheses relative to middle school operations were generated and tested through analyses of data gathered. Using various instruments data was obtained from: students, teachers, principals, and central administrative offices. Discussions and findings about the hypotheses are presented, and each is catalogued according to whether it was (1) accepted, (2) partially accepted, or (3) rejected. See also TM 000 935 and 936 for copies of the Student Questionnaire and the Teacher Questionnaire. (Author/AG)

ED 057 092 TM 000 935

Evans, Charles L.

Student Questionnaire.

Fort Worth Independent School District, Tex.

Pub Date Aug 70

Note—4p.

Available from—Not available separately; see TM 000 934

Document Not Available from EDRS.

Descriptors—Counseling, Curriculum, Dating (Social), Intramural Athletic Programs, *Middle Schools, *Program Effectiveness, *Questionnaires, School Activities, *Student Attitudes, *Student Development

This questionnaire attempts to assess the educational and social growth of students in the middle school (grades 6-9). Each student is to answer the eleven questions individually and anonymously by marking the response which he feels is correct, or where appropriate, by writing in his own response. For a detailed description of the assessment of the Middle School Plan and a copy of the Teacher Questionnaire, see TM 000 934 and 936 respectively. (MS)

ED 057 093 TM 000 936

Evans, Charles L.

Middle School Evaluation: Teacher Questionnaire.

Fort Worth Independent School District, Tex.

Pub Date Aug 70

Note—4p.

Available from—Not available separately; see TM 000 934

Document Not Available from EDRS.

Descriptors—Behavior Problems, Guidance, Independent Study, *Middle Schools, *Program Effectiveness, *Program Evaluation, *Questionnaires, Student Evaluation, *Teacher Attitudes, Teaching Load, Team Teaching

This questionnaire attempts to assess teacher opinion about the middle school program. Teachers are to respond anonymously to the thirteen questions by marking the response which they feel is correct, and by writing in their own responses where appropriate. See also TM 000 934 and 935 respectively for a detailed description of the Middle School Plan and a copy of the Student Questionnaire. (MS)

ED 057 094 TM 000 937

Bush, Steven J. Karas, Shawky F.
An Evaluation of the Occupationally Oriented Basic Education Program in Waterbury, Connecticut.

Southern Connecticut State Coll., New Haven.
Pub Date Jun 71

Note—16p.; Paper presented at the Annual Meeting of the New England Educational Research Organization, Boston, Massachusetts, June 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Adult Vocational Education, Analysis of Covariance, *Elementary Education, Language Skills, *Manpower Development, *Program Evaluation, Remedial Arithmetic, *Remedial Programs, Remedial Reading, Trend Analysis, Unemployed, Vocational Development, Youth Employment

Identifiers—ABLE, Adult Basic Learning Exam, Basic Education Test, BET, *Manpower Development and Training Act, MDTA, Project

The Waterbury Board of Education is currently operating a Manpower Development and Training Act (MDTA) project. It includes the Adult Basic Education Program and Occupational Skill Training. The program provides basic elementary education to individuals functioning at or below the third grade level in arithmetic and English, as well as those who are unable to speak, read, or write the English language. The objective of the project is to train unemployed and underemployed youth and adults who have inadequate skills, to obtain and hold jobs, so they may become productive, functional members of society. The subjects were selected from trainees of the program who had been given the Basic Education Test (BET) upon entry and the Adult Basic Learning Exam (ABLE) during the training period. Analysis of variance and trend analysis were conducted and the results indicate that the program was effective in giving its trainees an increase in educational attainment with a linear trend. (Author/CK)

ED 057 095 TM 000 939

Masonis, Edward J.

Problems and Procedures in Planning a Situation Based Video Test on Teaching.

Educational Testing Service, Princeton, N.J.
Pub Date Apr 71

Note—8p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association, Atlantic City, New Jersey, April 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Programs, Planning, *Situational Tests, Teacher Behavior, Teacher Education, *Teacher Evaluation, Teaching Skills, *Television, *Test Construction, *Testing Problems

Identifiers—*Project NuTex

This paper briefly outlines some problems one must solve when developing a video-based test to evaluate what a teacher knows about learning and instruction. Consideration is given to the effect the use of videotapes of actual classroom behavior have on test planning. Two methods of incorporating such situational material into the test specifications are discussed, and some perceived advantages and disadvantages of each are presented. An account is given of the planning method employed in Project NuTex, a research project supported by the National Teacher Examinations, along with some evaluative statements about the effects the adopted method had on the project. The many ways of presenting objective test items in a television test are described, and the problems this increased flexibility presents are briefly outlined. Some indication is made of research questions that must be

answered if television is to be used rationally as a testing medium. (Author/AG)

ED 057 096 24 TM 000 940

Goolsby, Thomas M., Jr. Frary, Robert B.

Use of an Individualized Reading Program Under Voluntary Complete Integration: Effects on Third Grade Pupils and Teachers.

Georgia Univ., Athens. Center for Educational Improvement.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 71

Contract—OEC-6-20-061

Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Achievement Tests, Behavioral Objectives, *Grade 3, *Individualized Instruction, Instructional Materials, *Integration Effects, Program Evaluation, Questionnaires, Reading Achievement, *Reading Programs, Reading Skills, Reading Tests, Rural School Systems, School Integration, Sex Differences, Socioeconomic Background, *Teacher Evaluation, Teaching Methods, Verbal Ability, Voluntary Integration

Identifiers—Botel Reading Inventory, Comprehensive Tests of Basic Skills, Iowa Tests of Basic Skills

This study was an attempt to assist a rural county school system in central Georgia with instruction at the third grade level in reading skills development after voluntary and complete integration. Specifically it was to (1) determine the general nature of the integration process in the county and its topical relationships and effects upon instruction, (2) determine the effects of an individualized reading program on teachers and pupils and (3) determine the quality and utility of the reading program. It was found that the experimental materials (Individualized Reading Skills and Social Science Curriculum) and teacher treatment had a strong effect on achievement. (See TM 000 941, TM 000 942, TM 000 943 for the questionnaires used in the program.) (DLG)

ED 057 097 24 TM 000 941

Goolsby, Thomas M., Jr. Frary, Robert B.

Henry County School Questionnaire.

Georgia Univ., Athens. Center for Educational Improvement.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date Sep 71

Contract—OEC-6-10-061

Note—1p.

Available from—Not available separately; see TM 000 940

Document Not Available from EDRS.

Descriptors—Attitude Tests, *Integration Effects, *Parent Attitudes, *Questionnaires, *Racial Attitudes, *School Attitudes, School Integration

Identifiers—*Henry County Public Schools

This 14-item questionnaire was designed to measure parent opinion regarding the effect of integration on third grade pupils in Henry County Schools. The questionnaire is not standardized, and field testing has been on a small scale. (See also TM 000 940 for a description of the study, and 942, 943 for the desegregation and school integration questionnaires.) (DLG)

ED 057 098 24 TM 000 942

Mullen, David J.

Desegregation Questionnaire.

Georgia Univ., Athens. Center for Educational Improvement.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date Sep 71

Contract—OEC-6-10-061

Note—13p.

Available from—Not available separately; see TM 000 940

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, Employee Attitudes, *Integration Effects, Parent Attitudes, *Questionnaires, *Race Relations, *Racial Attitudes, *Racial Integration, School Attitudes, School Integration, Student Attitudes, Teacher Attitudes

This 47-item questionnaire is designed to measure the examinee's satisfaction or dissatisfaction

with various situations occurring in desegregated schools. Administration instructions and a breakdown of the questionnaire into categories and items is included. No field testing has been done. (See also TM 000 940 for a description of the study and 941, 943 for the questionnaires used.) (DLG)

ED 057 099 24 TM 000 943

Goolsby, Thomas M., Jr. And Others

School Integration Questionnaire for Parents.

Georgia Univ., Athens. Center for Educational Improvement.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date Sep 71

Contract—OEC-6-10-061

Note—6p.

Available from—Not available separately; see TM 000 940

Document Not Available from EDRS.

Descriptors—Grade 3, *Integration Effects, *Parent Attitudes, *Questionnaires, *Racial Attitudes, Racial Integration, School Attitudes, *School Integration

Identifiers—*Henry County Public Schools

This 40-item questionnaire intends to measure parent opinion on the effects of integration on their children and the school system. A recommended letter to parents is included. No field testing has been done. (See also TM 000 940 for a description of the study and 941, 942 for other questionnaires used.) (DLG)

ED 057 100 24 TM 000 945

Shoemaker, David M.

Principles and Procedures of Multiple Matrix Sampling.

Southwest Regional Educational Lab., Inglewood, Calif.

Report No—SWRL-TR-34

Bureau No—BR-6-2865

Pub Date Aug 71

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Programs, Hypothesis Testing, *Item Sampling, *Mathematical Models, *Psychometrics, *Statistical Analysis

Identifiers—*Multiple Matrix Sampling

Multiple matrix sampling is a psychometric procedure in which a set of test items is subdivided randomly into subtests of items with each subtest administered to different subgroups of examinees selected at random from the examinee population. Although each examinee receives only a proportion of the complete set of items, the statistical model employed permits the researcher to estimate the mean, variance and frequency distribution of test scores which would have been obtained by testing all examinees on all items. Contained herein is a detailed description of multiple matrix sampling. The topics covered range from an introductory discussion to the listing with expanded writeup of the computer program used to analyze the data. Throughout this Report an attempt has been made to keep the practitioner clearly in mind. (Author)

ED 057 101 TM 000 946

Eccles, J. J. Moodie, A. G.

An Evaluation of the Reading Efficiency Program at Windermere Secondary School During 1970-71.

Vancouver Board of School Trustees (British Columbia).

Report No—RR-71-09

Pub Date Jun 71

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Evaluation, Grade 12, *High School Students, *Program Evaluation, *Reading Comprehension, Reading Improvement, *Reading Speed, *Remedial Reading, Statistical Analysis, Study Skills

Identifiers—EDL Reading Versatility Tests, *Nelson Denny Reading Test

In an evaluation of the Reading Efficiency course at Windermere Secondary School, the experimental group made greater gains (statistically significant at the .01 level) in the Reading Rate subtest of the Nelson-Denny Reading Test than did the control group. The experimental group also made greater gains than the control group in reading rate on the subtests of the EDL Reading Versatility Test. The research results indicated that students' reading rates as measured by the

Nelson-Denny Reading Test and the EDL Reading Versatility Test improved during the Reading Efficiency program at Windemere Secondary School. (Author)

ED 057 102 TM 000 947

Pritchard, D. L. Moodie, A. G.

A Survey of Teachers' Opinions Regarding Open Areas.

Vancouver Board of School Trustees (British Columbia).

Report No—RR-71-06

Pub Date Jun 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, Educational Facilities, *Experimental Teaching, Flexible Facilities, *Open Plan Schools, Questionnaires, *Teacher Attitudes, *Teaching Conditions, Teaching Methods, Work Attitudes

This survey audits both current and former open plan school teachers, most of whom support the use of this concept for the majority of pupils. There are some reservations, and changes in teacher training, facilities, and procedures are recommended. (DLG)

ED 057 103 TM 000 948

Clinton, A. And Others

An Evaluation of the Experimental Anthropology Program at Magee Secondary School, During the Spring Semester of 1971.

Vancouver Board of School Trustees (British Columbia).

Report No—RR-71-26

Pub Date Sep 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anthropology, Course Descriptions, Course Evaluation, Course Organization, Culture, *Curriculum Development, Curriculum Evaluation, Experimental Curriculum, *Experimental Programs, High School Students, Pilot Projects, *Program Evaluation, Questionnaires, *Secondary Schools, Student Opinion

Identifiers—British Columbia, *Magee Secondary School, Vancouver
An evaluation of an experimental anthropology program which was introduced to students at the Magee Secondary School is presented. The purpose of the course, a detailed course outline, and the rationale and basic generalizations of Anthropology 11E are included. A listing of required and suggested course readings as well as student reaction to the experimental program are appended. (CK)

ED 057 104 TM 000 949

Guinet, Lynne

An Evaluation of the Intermediate Language Arts Program at Nootka Elementary School, for the 1970-71 School Year.

Vancouver Board of School Trustees (British Columbia).

Report No—RR-71-20

Pub Date Jul 71

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Curriculum, Elementary School Libraries, Individualized Instruction, *Language Arts, Language Skills, Program Evaluation, Reading Achievement, *Reading Improvement, *Reading Tests, *Student Attitudes, Teacher Attitudes

Identifiers—British Columbia, Gates MacGinitie Reading Tests, Nootka Elementary School, *San Diego County Inventory of Reading Attitude, Vancouver

The main objective of this program was to increase pupil achievement, library use, and interest in all areas of language arts, with instructional emphasis placed on individual attention and small group work. The program appears to have had some measure of success in achieving its objectives, and the teachers, librarian, observer and principal were generally positive about the program. Although reading achievement and attitude were good for the most part, there were high percentages of poor readers and pupils with poor attitudes towards reading. Further investigation is recommended. The results of the reading tests, a breakdown of library activities by grade and number of students participating, and teacher response to the program are included. (DLG)

ED 057 105

Guinet, Lynne

Evaluation of Distar Materials in Three Junior Learning Assistance Classes.

Vancouver Board of School Trustees (British Columbia).

Report No—RR-71-16

Pub Date Jul 71

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Skills, Disadvantaged Youth, Educationally Disadvantaged, Individual Instruction, Instructional Materials, *Instructional Systems, Intelligence Quotient, *Language Skills, Program Evaluation, Questionnaires, *Reading Skills, *Remedial Arithmetic, *Remedial Programs, Sequential Programs, Teacher Attitudes

Identifiers—*Distar (Instructional System)

The Distar program, evaluated mainly in terms of pupil achievement and teacher opinion, was generally considered to be successful. Teachers indicated through attitude questionnaires that the lessons were enjoyable, that the students had made reasonable progress and had learned useful skills, and that the material was good and easy to use. The scope of the evaluation was limited by the small size of the groups, differences between classes, and inadequate pre-testing. (DLG)

ED 057 106

Reid, Marilyn J. Guinet, Lynne

A Review of the Provisions in Vancouver Schools for New Canadians at the Primary Level.

Vancouver Board of School Trustees (British Columbia).

Report No—RR-71-18

Pub Date Jul 71

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conversational Language Courses, *English (Second Language), *English Instruction, Immigrants, Language Instruction, *Language Programs, Oral Communication, *Primary Education, Remedial Instruction, *Remedial Programs, Special Classes, Speech Skills

Identifiers—*New Canadians

Special arrangements for the teaching of English to New Canadians (children who are recently-landed immigrants, or those for whom English is a second language) have existed at the primary level for five years. The most frequent approach involved children leaving their regular classes to meet in special classes, varying in size, and duration and frequency of lessons. Results of the study support the continuation and extension of English instruction programs. Results of a questionnaire administered to principals of the seven schools involved in the program are included. (DLG)

ED 057 107

Reid, Marilyn J.

An Evaluation of the Summer School Programme at the Secondary Level, Vancouver, B. C. 1970.

Vancouver Board of School Trustees (British Columbia).

Report No—RR-71-08

Pub Date Apr 71

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Accelerated Courses, Advanced Programs, *English (Second Language), English Instruction, Language Programs, *Program Evaluation, *Remedial Instruction, Secondary Schools, Summer Programs, *Summer Schools

The Secondary Summer School Programme encompassed four areas. Three of these, Regular Credit Courses, Advanced Credit Courses, and Language Assistance Courses, are considered in this report. Of those students attending Regular Credit Courses, 82% received a "Pass" mark and 18% received a "Fail" mark at the end of the summer programme. Participating students received, on the average, somewhat higher grades in the following January than they received in the preceding courses in June. Almost half of the students attending the Advanced Credit Courses received an "A" or a "B" as a final mark while only 8% failed. Grades received by participating students the following January were, on the average, slightly lower than those received in the preceding courses in June. The English of the "New Canadian" students in the Britannia Language Assistance Programme was, on the

average, at the Grade Four level during the summer. The following February (1971), teachers considered that the English of most of these students was moderately acceptable, neither wholly satisfactory nor wholly unsatisfactory. There would seem to be a need to review present programmes with a view to providing more suitable schooling for "New Canadians". (Author)

ED 057 108

Reid, Marilyn J.

An Evaluation of Creative/Adventure Playgrounds and Their Use by Pupils of Elementary Schools.

Vancouver Board of School Trustees (British Columbia).

Report No—RR-71-10

Pub Date Jun 71

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Attitude Tests, Community Attitudes, *Elementary Schools, Parent Attitudes, Playground Activities, *Playgrounds, *Program Evaluation, Questionnaires, Recreation, *Recreational Facilities, Sex Differences, Student Attitudes, Teacher Attitudes

Identifiers—*Creative Adventure Playgrounds

The creative/adventure playground, a restrictive modification of the true adventure playground, has been developed in various Vancouver elementary schools because it stimulates self-expression and has greater possibilities for play than does the traditional playground. This evaluation includes student, school personnel, parent, and community response to a questionnaire on the creative/adventure program, playground use statistics, and recommendations for improvement. (AG)

ED 057 109

Reid, Marilyn J.

An Evaluation of the Ginn "Reading 360" Programme in a Grade 3 Class of an Elementary School in Vancouver.

Vancouver Board of School Trustees (British Columbia).

Report No—RR-71-14

Pub Date Jun 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Creativity, Elementary Schools, *Grade 3, Norms, Post Testing, Pretesting, *Program Evaluation, Reading Development, *Reading Programs, *Reading Skills, *Reading Tests, Teacher Attitudes

Identifiers—Copp Clark Canadian Reading Development Series, *Ginn Reading 360 Programme, Metropolitan Achievement Tests, San Diego County Inventory of Reading Attitude

Evaluates the Ginn Reading 360 Programme, which is based on the premise that real reading is comprised of four essential parts: decoding, understanding the written message, critically evaluating that message, and incorporating the writer's ideas into one's own thinking and actions. A comparative study of the reading skills of a group of third graders participating in the Ginn program, and a group using the regular program showed no significant differences between the groups on any of the subtests in either pretesting or posttesting. Teacher opinion of the Ginn program, however, was positive. (CK)

ED 057 110

Moodie, Allan G.

A Survey of Student Attitudes Towards Two Vancouver Secondary Schools.

Vancouver Board of School Trustees (British Columbia).

Report No—RR-71-25

Pub Date Sep 71

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, *Educational Environment, Learning, Peer Groups, School Attitudes, *Secondary Schools, Sex Differences, Social Attitudes, Social Structure, *Student Attitudes, Student Opinion, *Student School Relationship, Student Teacher Relationship, Teaching Methods

Identifiers—*School Sentiment Index

An informal, non-standardized, 83-item instrument for measuring students' attitudes toward education was administered. Pupils indicated strong agreement, agreement, disagreement, or strong disagreement toward the following aspects

of school: teacher, learning, school social structure and climate, peer, and general. Results are listed according to grade, sex, school, and academic or non-academic curriculum. A copy of the instrument is included. (DLG)

ED 057 111 TM 000 957
Moody, Allan G.

An Evaluation of Semestering in Vancouver Secondary Schools during the 1970-71 School Year.

Vancouver Board of School Trustees (British Columbia).

Report No.—RR-71-19

Pub Date Jul 71

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, *Attitude Tests, High School Organization, Parent Attitudes, Program Effectiveness, *Program Evaluation, *School Schedules, *Secondary Schools, *Semester Division, Student Attitudes, Teacher Attitudes

During 1970-71 partial or full semester systems were in operation at different secondary schools. Principals, teachers, students, and parents from schools in each of three categories: partial semester plan, full semester plan with a static timetable schedule, and full semester plan with a rotating timetable schedule, were sent separate questionnaires which elicited their attitudes toward the various systems. The questionnaires, their results (a majority of which were favorable), and list of advantages and disadvantages of semestering are included. (AG)

ED 057 112 TM 000 985
Dyer, Henry S.

Testing Little Children -- Some Old Problems in New Settings.

Pub Date Oct 71

Note—16p.; Paper presented at the National Leadership Institute in Early Childhood Education, Washington, D. C., October 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Children, Cognitive Tests, Criterion Referenced Tests, Diagnostic Tests, *Early Childhood Education, *Educational Testing, Instructional Improvement, Intellectual Development, Intelligence Tests, *Measurement Goals, Observation, Preschool Tests, Screening Tests, *Testing Problems, *Test Interpretation

Problems concerning the misuse of tests by teachers and administrators are discussed. Two common misconceptions of the basic function of tests are: (1) the test as an incentive for study; and (2) the test as a learning experience. Rather, a test should be conceived of as a measuring instrument. More appropriate conceptions of tests are: (1) tests for selection; (2) tests for pupil guidance; (3) tests for evaluating instruction. It is necessary to disassociate the selective function of testing from its diagnostic function. Special problems are involved in intelligence testing since few people realize that intelligence can be taught. (MS)

ED 057 113 TM 000 986

Dyer, Henry S.

The Role of Evaluation in School Systems.

Pub Date 22 Sep 71

Note—25p.; Paper presented at the New Jersey Association of School Administrators, Atlantic City, New Jersey, September 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Decision Making, Educational Experiments, Educational Improvement, Educational Objectives, Evaluation Methods, Evaluation Techniques, Expenditure Per Student, *Feedback, Goal Orientation, Grades (Scholastic), High School Graduates, *Input Output Analysis, Longitudinal Studies, *Models, Relevance (Education), Research Problems, *School Systems, Screening Tests, Standardized Tests, Test Interpretation

Three models of educational evaluation are discussed: the intuitive decisions model, the experimental model, and the feedback model. The feedback model is most useful because it will provide baseline information about current accomplishments of the school systems. Once the feedback process is well underway, it is then profitable to discuss goals. (MS)

UD

ED 057 114

Mayes, George W.

On the Explanation of Racial-Ethnic Group Differences in Achievement Test Scores.

Pub Date Sep 71

Note—29p.; Paper presented at the American Psychological Association Convention, Washington, D.C., September 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Achievement Tests, *Ethnic Groups, Family Life, Minority Groups, Motivation, *Racial Differences, *Social Differences

Using the data from the Educational Opportunities Survey (1965), this report shows that for sixth grade students, 24 percent of the total differences among students in their academic achievement is the maximum national value that can be associated with their membership in one of six racial-ethnic groups (Indian, Mexican, Puerto-Rican, Negro, Oriental, or white). This relationship prevails before the allocation of these groups to different social conditions has been taken into account. After a variety of social condition variables have been accounted for, such as the social and economic well-being of the family, the presence or absence of key family members, the students and parents aspirations for his schooling, etc., the percentage of difference dropped to 1.2. Similar results were obtained for other grade levels and for each region of the country. Hence, no inferences can be made about the "independent effect" of membership in a particular racial-ethnic group on academic achievement because of the influence of a variety of social conditions. Other analyses show that variables pertaining to the motivational and attitudinal aspects of family life play a greater role in academic achievement than either racial-ethnic group membership, social class membership, or the type of school attended. (Author/JW)

ED 057 115

Cancro, Robert, Ed.

Intelligence: Genetic and Environmental Influences.

Pub Date Jun 71

Note—319p.

Available from—Grune & Stratton, Inc., 757 Third Avenue, New York, N.Y. 10017 (\$12.50)

Document Not Available from EDRS.

Descriptors—*Biological Influences, Cognitive Development, Cultural Factors, *Environmental Influences, Genetics, Goal Orientation, *Intelligence Differences, *Intelligence Factors, *Intelligence Tests, Racial Differences, Research Methodology, Research Problems, Sex Differences, Social Factors, Socioeconomic Status

This book on the genetic and environmental influences on intelligence is comprised of the following papers: "The Structure of Intelligence in Relation to the Nature-Nurture Controversy," R. B. Cattell; "Theory of Intelligence," L. G. Humphreys; "Using Measured Intelligence Intelligently," P. R. Merrifield; "Intelligence: Definition, Theory, and the IQ," D. Wechsler; "Genetic Contributions to Individual Differences in Intelligence . . .," R. Canro; "Social Class Structure and the Genetic Basis of Intelligence," B. K. Eckland; "Race and Intelligence, What Do We Really Know?" B. E. Ginsberg and W. S. Laughlin; "Behavior-Genetic Analysis and its Biosocial Consequences," J. Hirsch; "The Race X Sex X Ability Interaction," A. R. Jensen; . . . Properties of a Genetic Model for Human Intelligence," C. C. Li; "What Do We Know Today About the Inheritance of Intelligence and How Do We Know It?" S. G. Vandenberg; "Environment and Intelligence: A Behavioral Analysis," S. W. Bijou; "Methodological Problems and Pseudosolutions in the Nature-Nurture Controversy," E. W. Gordon; "Goal as Environmental Variable in the Development of Intelligence," P. M. Greenfield; and, "Social Aspects of Intelligence: Evidence and Issues," J. M. Hunt and G. E. Kirk. (JM)

ED 057 116

Willie, Charles V., Ed.

The Family Life of Black People. Merrill Sociology Series.

UD 011 793

Pub Date 70

Note—350p.

Available from—Charles E. Merrill Publishing Co., Columbus, Ohio 43216 (\$4.95)

Document Not Available from EDRS.

Descriptors—Disadvantaged Environment, Economic Disadvantage, Family (Sociological Unit), Family Background, Family Environment, Family Income, *Family Life, *Family Problems, Family Relationship, *Marital Instability, *Negroes, Negro History, Social Change, Social Disadvantage, *Social Factors

Central in the development of this book is the issue of stability and instability in the family life of black people. A background section on the social facts of family life, which for the most part includes historical, demographic, and ecological data, is presented. Additional chapters discuss: (1) how marital stability can be used as a social indicator; (2) historical trends in marital status among black people; and, (3) variations in marital stability by income, occupation, education, and race. The multitudinous variations and adaptations among black people in America and the consequences for children who have experienced these varying conditions of existence are presented. The book is concluded by returning to the initial question, "Is the black family in contemporary America crumbling?" The final part of the book casts doubt upon the hypothesis of social breakdown and goes on to indicate conditions under which it might or might not occur in different racial populations. (Author/JM)

ED 057 117

McMurrin, Sterling M., Ed.

Resources for Urban Schools: Better Use and Balance. CED Supplementary Paper, Number 33.

Committee for Economic Development, New York, N.Y. Research and Policy Committee.

Pub Date May 71

Note—152p.

Available from—Committee for Economic Development, 477 Madison Avenue, New York, N.Y. 10022 (\$3.50, paperback)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Community Control, Disadvantaged Youth, Educational Accountability, Educational Administration, Educational Facilities, Educational Needs, *Educational Parks, *Educational Planning, *Educational Resources, Inner City, Integration Methods, *Resource Allocations, School Integration, Teacher Education, *Urban Schools

Contents of this book include five papers: (1) "Financing Education for the Urban Disadvantaged," Henry Levin—analyzes the linkages between educational finance and educational quality in large-city schools, and discusses alternative plans for financial innovation; (2) "Accountability in Education," Leon Lessinger—explores the idea of accountability by describing programs and techniques such as independent accomplishment audits, performance contracts, development capital, and escrows; (3) "Training Teachers of the Disadvantaged: Blueprint for a Breakthrough," James Stone—describes a model based on the idea of a separate institution for teacher training, in which teacher training for the disadvantaged is planned and conducted at the grassroots level, with the local school and neighborhood intimately involved, and with responsibility lodged in an agency controlled by the local community; (4) "Educational Facilities for the Urban Disadvantaged," Harold Gores—analyzes experimentation in physical plants for education, and derives a list of "principles of educational renewal;" and, (5) "The Educational Park Concept," Thomas Pettigrew—analyzes the structural barriers to school segregation, such as demographic trends and school districting, and introduces the centralized park as a structural solution for overcoming these barriers and accomplishing school integration. (JM)

ED 057 118

McMurrin, Sterling M., Ed.

The Conditions for Educational Equality. CED Supplementary Paper, Number 34.

Committee for Economic Development, New York, N.Y. Research and Policy Committee.

Pub Date Jul 71

Note—208p.

Available from—Committee for Economic Development, 477 Madison Avenue, New York, N.Y. 10022 (\$4.00, paperback)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Cognitive Development, Compensatory Education, *Disadvantaged Youth, *Educational Opportunities, *Equal Education, Inner City, Intervention, *Mexican Americans, *Negro Students, Relevance (Education), Research Problems, Self Concept, Self Esteem, Socialization, Urban Schools

The contents of this Supplementary Paper are an attempt to refine the meaning of the common concept of equality of opportunity. The following papers are included: "The Meanings of Equality," James L. Jarrett; "Poverty and Childhood," Jerome S. Bruner; "The Crucible of the Urban Classroom," Staten W. Webster; "Increasing Educational Opportunity: Research Problems and Results," James S. Coleman; "Relevance and Self-Image in the Urban School," Larry L. Leslie and Ronald C. Bigelow; and, "The Special Educational Problems of the Mexican-Americans," Clark S. Knowlton. (JM)

ED 057 119 UD 011 902

Grady, Bryant J. Szczepanik, Sister Mark
The Effects of a Program of Learning Games Upon Selected Academic Abilities in Children With Learning Difficulties, 1970 - 1971.
California Univ., Los Angeles.

Spans Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Joseph P. Kennedy, Jr. Foundation, Washington, D.C.

Pub Date Sep 71

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Gains, Catholic Schools, Classroom Environment, Classroom Games, Curriculum Development, Curriculum Evaluation, *Educational Games, Elementary School Curriculum, *Elementary School Students, Enrichment Activities, *Enrichment Programs, *Learning Activities, *Program Evaluation, Reading Readiness

Identifiers—California

First graders (105 males and 152 females) from 16 "Central City" schools within the Catholic Archdiocese of Los Angeles were selected because they were diagnosed as poorly prepared for regular classroom activities. Following the administration of a six-category test battery, the children were placed within two groups: Group 1, containing 84 children, was exposed during the first half of the school year to one-half hour daily enrichment classes composed of learning games intended to improve the academic operations previously evaluated; Group 2, with 73 children, remained within their regular classroom environment during the first half of the year. Following a second testing using the six-category battery, the children in Group 2 were exposed to the daily program of Learning Game enrichment, while Group 1 remained in their classrooms. The Learning Games, in general, are activities which require an active response on the part of the child. The content of the enrichment program was unique to each school and flexible. Analysis of the data involved intra-group correlations of the test scores, inter-group comparisons of rates of change, and other similar procedures. (Author/JM)

ED 057 120 UD 011 903

Grady, Harold B. Miller, Norman
Factors Contributing to Adjustment and Achievement in Racially Desegregated Public Schools: Renewal Proposal (1971); Original Proposal, June 1, 1967 - May 31, 1972; Progress Report, 1968; and, Progress Report, 1969.

California Univ., Riverside; Riverside Unified School District, Calif.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—297p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Academic Achievement, Bus Transportation, Caucasian Students, Changing Attitudes, Elementary School Students, Integration Effects, *Integration Methods, Mexican Americans, Negro Students, Parent Attitudes, Preschool Children, *School Integration, *Student Adjustment, Teacher Attitudes

Identifiers—California

In 1966, an intensive assessment of the busing program in Riverside, California, was implemented to achieve the complete desegregation of the school district. The sample consists of all elementary school students who were bused from the ghetto schools as well as a sample of white

children in the receiving schools. The first measurements were taken in 1966, just prior to the implementation of the busing program. There were actually three different busing dates, a source of both problems and the opportunity for making various comparisons. The availability of such built-in controls is important since a basic ingredient for a true assessment of desegregation effects was lacking: namely, a matched school district that did not desegregate. Post-measurements were taken in the spring of 1967, one year after the majority of the children had been desegregated, in the spring of 1969, and most recently in the spring of 1971. The approach taken examines the causal nexus for individual variability within the classroom and within the school. In 1969, a sample of kindergarten children was included, and reassessed in the most recent testing. In 1971, an additional sample of kindergartners was included. The data from these new samples make possible the assessment of the effects of the recent changes in race relations and other events affecting the community at large on the child's home environment. (JM)

ED 057 121 UD 011 904

Bradburn, Norman M. And Others
Racial Integration in American Neighborhoods: A Comparative Survey.

National Opinion Research Center, Chicago, Ill. Spans Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; Public Health Service (DHEW), Washington, D.C.

Report No.—NORC-111-B

Pub Date 70

Note—624p.

Available from—National Opinion Research Center, 6030 South Ellis Avenue, Chicago, Ill. 60637 (\$6.50)

Document Not Available from EDRS.

Descriptors—Caucasians, *Community Surveys, *Comparative Analysis, Family (Sociological Unit), Interviews, *Middle Class, National Surveys, Negroes, *Neighborhood Integration, Racial Attitudes, *Racial Integration, Research Methodology, Residential Patterns, Social Attitudes, Social Change

An estimated 36 million Americans—or 19 percent of the population—lived in racially integrated neighborhoods in the spring of 1967. Yet, the number of Negroes living in such neighborhoods tended to be small in comparison with the number of whites. The research operations for this study, which began in the autumn of 1966, were divided into three phases: (1) the collection of data enabling the drawing of a sample of integrated neighborhoods in the 73 primary sampling units used in the National Opinion Research Center's national probability sampling frame; (2) the collection of basic information about neighborhood characteristics through personal interviews with neighborhood informants—the interviews being conducted in 230 integrated, 49 white segregated, and 32 Negro segregated neighborhoods sampled from those identified in Phase I; and, (3) The drawing of a sample of households within most of the sample neighborhoods and the questioning of residents by interviewing a member of each household drawn in the sampling. The analysis of the experiences during the process of integration suggests that two variables are of great importance in influencing the neighborhood's subsequent history: the degree of Negro demand for housing, and the reaction of white residents to the first Negro families moved into the neighborhood. (Authors/JM)

ED 057 122 UD 011 905

Parent Power and Title I ESEA.

National Urban League, Inc., New York, N.Y.

Pub Date 71

Note—28p.

Available from—National Urban League, 55 East 52nd Street, New York, N.Y. 10022 (\$0.30)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Advisory Committees, Community Control, Disadvantaged Youth, Educational Accountability, *Educational Planning, Educational Resources, Elementary Education, Federal Legislation, *Parent Participation, *Parent Responsibility, Resource Allocations, School Administration, Secondary Education

Identifiers—*Elementary Secondary Education Act Title I Program, ESEA Title I Programs

This pamphlet is designed to inform the parents of disadvantaged elementary and secondary

school students of the provisions of ESEA Title I, and of the possible abuses of Title I funds which might otherwise be allocated to the direct improvement of their children's education. Its contents include: parents' guide to ESEA Title I: what it is and what it means to you; the best uses of Title I; parent power and Title I—the power role that parents must play in respect to Title I, and why; strengths within the law; the requirement and nature of advisory committees in Title I schools—questions that need answers; common abuses of Title I; the importance of advisory committees; monitoring Title I—questions that need answers; how to file a complaint; and, Title I information resources. (JM)

ED 057 123 UD 011 906

Thornburg, Hershel D. Gillespie, Millford E.

Learning Relevancy: Psychological Analysis of an Experimental Program for Potential Minority Youth Dropouts.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 71

Note—15p.; Revised version of a paper presented at the South Western Psychological Association Annual Convention, San Antonio, Texas, April 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasian Students, *Changing Attitudes, Discipline Problems, *Dropout Prevention, *High School Students, Hostility, *Low Achievers, Mexican Americans, Negro Students, Positive Reinforcement, Relevance (Education), Self Concept, Student Attitudes, Student Problems

Identifiers—*Arizona

Incoming high school freshmen with a history of low achievement, discipline problems, and hostility towards school and society are characterized by poor self-image, frustration from encountering the regular academic program, an almost total inability to communicate, and no expectation that high school will bring educational success. The resulting need was for a special academic program that would make learning more meaningful, create an effective climate conducive to altering negative self-image, provide for positive rather than aversive reinforcement, and increase existing intellectual skills. Such a program was begun in the 1968-69 academic year at the Casa Grande, Arizona, Union High School. Students who were involved in the special program during the 1968-69 and 1969-70 academic years differed from their predecessors. Only nine and one-half percent dropped out of school compared to 20 percent in previous years. Absenteeism averaged only five percent among these youth compared to an average 12 to 15 percent among comparable youth. Minimal increase in intellectual skills was also demonstrated as most students showed a post-test increase on a test designed to measure potentiality in the areas of abstract reasoning, numerical ability, verbal ability, and language usage. (Authors/JM)

ED 057 124 UD 011 907

Goldenberg, I. Ira

Build me a Mountain: Youth, Poverty, and the Creation of New Settings.

Pub Date 71

Note—512p.

Available from—The MIT Press, Massachusetts Institute of Technology, Cambridge, Mass. 02142 (\$10.00)

Document Not Available from EDRS.

Descriptors—Community Action, *Economically Disadvantaged, Economic Factors, Inner City, *Intervention, Poverty Programs, Professional Personnel, *Program Evaluation, Residential Centers, Sensitivity Training, Social Change, Social Development, Social Immaturity, *Young Adults

Identifiers—*Connecticut

This case study of New Haven's Residential Youth Center (RYC) dramatizes the need for an alliance between social activists and the clinician in the arena of community action. A neighborhood-based, self-help center oriented for "hard-core" inner-city youths, the RYC was funded in 1966 as an experimental and demonstration program by U.S. Department of Labor, administered by the local community action agency, and conducted in conjunction with the Yale Psycho-Educational Clinic. Its original clients were 20 young men, aged 16 to 21, with histories of social, vocational, educational, and personal failures. The

setting translated pyramidal organization theory into human terms by developing a "horizontal" structure for sharing clinical, administrative, and decision-making responsibilities. Not the symptoms but the institutional and psychological sources of poverty were the target. The staff was composed of restless and committed "indigenous nonprofessionals," recruited from the ranks of the poor and educated in the process of surviving the ghetto. The author was the sole professional. Evaluative research, while paying heed to the difficulties of scientific control in a volatile setting, indicated statistically significant differences in residents' behavior and attitudes as compared to a control group and considerable impact on local conditions and national policies. (Author/JM)

ED 057 125 UD 011 914

Weber, George

Inner-City Children Can Be Taught to Read: Four Successful Schools. CBE Occasional Papers, Number 18.

Council for Basic Education, Washington, D.C.

Pub Date Oct 71

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Basic Reading, *Disadvantaged Youth, Elementary Schools, Program Effectiveness, *Program Evaluation, Reading Programs, *Urban Education

This study attempts to show that it is possible for inner-city schools to teach basic reading successfully. Various successful programs were studied in order to discover the factors the schools had in common. The study was conducted during the School Year 1970-71 and four successful schools served as the basis of this report. Two schools were in New York City, one in Kansas City, and one in Los Angeles. The report describes the research goals and method; it also gives a detailed picture of the four schools and draws some conclusions. In particular, it is believed that the success of the schools identified shows that the failure in beginning reading typical of inner-city schools is the fault of the children or their background, but of the schools. Appendix 1 deals with the test that was used to determine reading ability. Appendix 2 contains a comment on beginning reading achievement and income. (Author/JW)

ED 057 126 UD 011 915

Hall, Betty Levine, Daniel U.

Understanding Metropolitan Living: Description and Evaluation of a Cooperative City-Suburban Program for Urban Students in the 1970s. Summer Progress Report.

Missouri Univ., Kansas City. Center for the Study of Metropolitan Problems in Education.

Pub Date Oct 70

Note—43p.; Report on the Summer 1970 Cooperative Summer School conducted in Johnson County and Kansas City, Kansas and Kansas City, Missouri, October 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*City Problems, *School Integration, *Summer Programs, *Summer Schools, *Urban Education, *Urban Environment, Urban Studies, Urban Youth

Understanding Metropolitan Living (UML) was a cooperative summer school sponsored and conducted by a suburban school district in Johnson County, Kansas, and the central city school districts in Kansas City, Kansas, and Kansas City, Missouri. A six-week instructional program was conducted between June 8 and July 17, 1970, for 40 suburban students and 20 central city students. The students came from elementary schools and junior high schools. School district officials tried to select students who had demonstrated scholastic ability and a record of good school attendance. UML was a voluntary program which brought students together across state lines. Buses were provided for transportation. The stated goals were: to utilize community resources in learning about the metropolitan area and its people; to facilitate the development of positive intercultural understanding and intergroup relationships among students of differing social, economic, racial, and ethnic backgrounds; and, to actively involve students in high interest learning experiences dealing with the future of the metropolitan area. In this report, an evaluation of the program is presented. Most of the evaluation report describes the perceptions of participants and observers. Strengths and weak-

nesses of the program are also analyzed. Finally, various recommendations are presented. (Author/JW)

ED 057 127 UD 011 916

Levine, Daniel U.

Inner City Disadvantaged and the Metropolitan Bind.

Missouri Univ., Kansas City. Center for the Study of Metropolitan Problems in Education.

Pub Date Jun 71

Note—15p.; Paper prepared for "Educating The Disadvantaged: School Year 1970-71," volume 3, New York, N.Y., AMS Press, Inc., 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*City Demography, *City Problems, *Disadvantaged Youth, *Minority Groups, *Urban Education

In this essay on education for the poor who live in urban areas is discussed how the problems of large cities relate to the educational experience of disadvantaged children. The inter-related development of middle-class suburbs, blue-collar neighborhoods, and the central city are analyzed. The basic argument is that segregation and fragmentation in the metropolitan area creates a spiral of decline which in one way or another adversely affects all its residents. Solutions to the problems of inner city education, it is suggested, might include socioeconomic and racial desegregation of the metropolitan area as well as radical reform in schools and other community institutions. (Author/JW)

ED 057 128 UD 011 917

Fiddmont, Norman S.

Black Power Attitudes Among Students in a Black Senior High School.

Missouri Univ., Kansas City. Center for the Study of Metropolitan Problems in Education.

Pub Date Sep 71

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Black Power, *Data Analysis, *High School Students, *Negro Students, Peer Groups, *Racial Attitudes, Self Concept, Social Class

The purpose of this study is to analyze data collected from a predominantly black senior high school in Kansas City, Missouri, on what the concept of Black Power means to black students. The difference of attitudes according to social class and peer groups is investigated. Results collected from a questionnaire show that students in this sample believed Black Power has something to do with pride, power to control one's life, and equal opportunities and rights. However, a very small percentage of students were able to define the concept in terms of achievable goals. (JW)

ED 057 129 UD 011 918

Levine, Daniel U. And Others

Interracial Attitudes and Contacts Among a Sample of White Students in Suburban Secondary Schools.

Missouri Univ., Kansas City. Center for the Study of Metropolitan Problems in Education.

Pub Date May 70

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Negroes, *Negro Students, Race Relations, *Racial Attitudes, Racial Discrimination, *Student Attitudes

This study collected data on the attitudes that white students have toward blacks and the relation between interracial contact and racial attitudes. A questionnaire was administered to students attending six predominantly white high schools in suburban and suburban-type school districts in Jackson County, Missouri. One hundred questionnaires were drawn at random from each high school. Honesty in response from the students was encouraged by guaranteeing the anonymity of the schools and students involved. From the results, it was shown that the white students sampled from segregated suburban high schools tend to report having generally favorable attitudes toward, but little contact with black Americans. This is in line with long-term trends which have made it socially unacceptable to express openly negative attitudes towards blacks. However, it was also found that a substantial minority of students expressed hostility and prejudice towards blacks (stereotypes); these students offered simplistic or negative proposals for solving problems of race relations. (JW)

ED 057 130

Wayson, William W.

Organizing Urban Schools for Responsible Education.

Pub Date [Oct 70]

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Responsibility, *Educational Responsibility, *Responsibility, *Teacher Responsibility, *Teacher Role, *Urban Education

In this short essay are discussed the problems of urban education and the ways in which they can be solved. In particular, it is noted that the present system makes it difficult to assign responsibility to individuals. Involvement, problem-solving activity, accountability, and continual growth are key concepts that must be stressed. These ideas and what they mean are discussed. In addition, the function of effective teachers' educational reform is focused upon. (JW)

ED 057 131

Miller, Elsa A.

The Disadvantaged Child.

Pub Date 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, *Elementary Schools, Emotionally Disturbed, *Emotionally Disturbed Children, Federal Programs, Negro Students, *Preschool Education, *Preschool Programs

This report briefly describes a preschool and elementary school program for children who suffer from economic deprivation, cultural disadvantage, and emotional disturbance. During the five years of operation, the program combined funds from the Federal government, teachers from the District of Columbia public schools, and The Episcopal Center for Children, in Washington, D.C. Although the project was originally established as a demonstration and research center, it is now functioning as an on-going service, still in cooperation with public schools. This report deals primarily with the program itself and not with the research elements. The essay is divided into several parts: (1) identification of problem children; (2) staffing; (3) classroom structure; (4) teaching program; (5) activities outside of the classroom; (6) special activities; and, (7) work with the parents. The report concludes that many disturbed children have improved in their self-concept and relationship with others. (JW)

ED 057 132

UD 011 921

Elementary and Secondary Education Act of 1965: Compilation of Legislation on Title I—Financial Assistance to Local Educational Agencies for the Education of Children of Low-Income Families, Reflecting the 1966, 1967, and 1970 Amendments.

Division of Compensatory Education, BESE.

Pub Date Jul 71

Note—38p.

Available from—Superintendent of Documents, Printing Office, Washington, D.C. 20402 (HE 5.237: 37074; \$0.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, Educational Finance, *Educational Legislation, *Federal Aid, *Federal Legislation, Low Income Groups Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

This government document contains a compilation of legislation on Title I of the Elementary and Secondary Education Act of 1965; it also contains the 1966, 1967, and 1970 amendments. In addition, General provisions under Title III of Public Law 81-874 are included. Title I is particularly concerned with financial assistance to local educational agencies for the education of children of low-income families. (Author/JW)

ED 057 133

Campbell, Rex R. Mulvey, Susan A.

A Study of the Changes in Numbers of Negro Teachers and Students in the Various Primary and Secondary School Systems of the State of Missouri.

Missouri Univ., Columbia. Dept. of Rural Sociology.

Spons Agency—Office of Education (DHEW). Washington, D.C. Cooperative Research Program.

Bureau No—BR-6-8154

Pub Date 67

Contract—OEC-6-10-250

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employment Practices, High Schools, Negro Students, Negro Teachers, Racial Attitudes, *Racial Discrimination, Racial Integration, Racial Segregation, *School Integration, *School Segregation

Identifiers—*Missouri

This report is concerned with racial segregation or integration of both teachers and students in the public schools of Missouri during the period 1954 to 1964. The information was collected by questionnaires, and the data analyzed by the University of Missouri researchers. In the beginning of the report, a brief introductory history of the black population is presented. The results of the study show that discrimination against black teachers is higher than against black students; also that between 1954 to 1964, there has been a decrease in the proportion of Missouri school systems hiring black teachers. This decrease in primarily rural areas suggests that as a result of school desegregation, black teachers' work opportunity has decreased. (Author/JW)

ED 057 134

UD 011 923

Levine, Daniel U. And Others

Interracial Attitudes and Contact Among Black and White Students in a Metropolitan Area.

Pub Date 69

Note—15p.; Summarized version of complete report by the same authors

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Caucasian Students, Intergroup Relations, *Negro Students, Questionnaires, Race Relations, *Racial Attitudes, *Stereotypes, *Student Attitudes, Urban Areas

Identifiers—Kansas City, Missouri

In this study on interracial contact and attitudes of black and white students, questionnaires were administered to students, predominantly black, in predominantly white high schools in Kansas City, Missouri, and surrounding areas. The responses of the 529 black students indicated that contact with whites and liking for whites are positively related and that these variables influence attitudes on matters involving civil rights. The responses of the 599 white students indicated that contact with blacks and liking for blacks are positively related, and that attitude toward blacks is an intervening variable between negative stereotyping of blacks and contact with blacks. For both groups of students, a circular process appears to be at work wherein contact leads to increased acceptance and increased acceptance generates receptivity for additional contact. Mediated by variables involving interracial trust and stereotyping, this process appears to have had a measurable impact on the attitudes of students in the sample even though they have relatively little contact with and a high level of distrust for persons of the other race. (Author/JW)

ED 057 135

UD 011 924

Equal Educational Opportunity: Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-Second Congress First Session on Equal Educational Opportunity. Hearings held Washington, D.C., July 14-15, and August 3, 1971. Part 12—Compensatory Education and Other Alternatives in Urban Schools.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Pub Date [Aug 71]

Note—335p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.25)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—City Problems, *Educational Quality, *Equal Education, Minority Groups, *Negro Students, Race Relations, *School Integration, *Urban Education, Urban Environment

The Senate Select Committee on Equal Educational Opportunity held hearings on quality in urban education on July 14, 1971. The lengthy testimony of various educators and professors is given. Discussion of problems peculiar to urban areas, integrated education, and school accountability are investigated. In the appendixes, newspaper articles, research and evaluation reports, and statistical data are presented. [Several pages of the original document are not clearly printed and, hence, will not be entirely legible.] (JW)

ED 057 136

UD 011 930

Brickell, Henry M. And Others

Paraprofessional Influence on Student Achievement and Attitudes and Paraprofessional Performance Outside the Classroom in District Decentralized ESEA Title I and New York State Urban Education Projects in the New York City Schools.

Institute for Educational Development, New York, N.Y.

Spons Agency—New York State Education Dept., Albany. Office of Urban Education.

Pub Date Sep 71

Note—351p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Classroom Communication, Compensatory Education Programs, Decentralization, Elementary School Students, Elementary School Teachers, *Paraprofessional School Personnel, Program Evaluation, School Aides, School Social Workers, *Student Improvement, Student Teacher Relationship, *Teacher Aides, *Teacher Influence

Identifiers—Elementary Secondary Education Act Title I, *New York

This is the final report of a study that examined paraprofessional influence on student achievement and attitudes and on paraprofessional performance outside the classroom. The paraprofessionals studied were those employed in the New York City public schools and supported by district decentralized ESEA Title I and New York Urban Education Quality Incentive Program Funds. Close to four-fifths of these paraprofessionals serve as classroom paraprofessionals. Previous evaluation studies left unanswered the question of what connection, if any, exists between measured student achievement in cognitive and affective areas and the presence or absence of paraprofessional services. Pre-test and post-test pupil achievement results and post-test scores from two attitude inventories served as the study's dependent variables. The 63 experimental classrooms and 35 control classrooms selected at random for the study included 2,821 third grade students. Nonclassroom paraprofessionals, such as family assistants and family workers, perform as paraprofessional social workers. Because this part of the study began so late in the school year, it was agreed that the investigation would be limited to an examination of their background and the work they perform as paraprofessionals, rather than attempting to discover the effect they are having. (Author/JM)

ED 057 137

UD 011 931

Herrick, Mary J.

The Chicago Schools.

Pub Date 71

Note—460p.

Available from—Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212 (\$12.95)

Document Not Available from EDRS.

Descriptors—Disadvantaged Youth, *Educational History, Labor Unions, Negro Students, *Public Education, Race Relations, Unions, *Urban Education

Identifiers—*Chicago, Illinois

This social history of public education in Chicago focuses on the problems encountered and the subsequent changes that took place. The transformation of the frontier schools to accommodate industrialization is traced. The unionization and organization of Chicago teachers are shown. The political, racial, and financial problems that now face Chicago public schools are analyzed. (Author/JW)

ED 057 138

UD 011 932

Bradburn, Norman M. And Others

Side By Side: Integrated Neighborhoods in America.

Pub Date 71

Note—217p.

Available from—Quadrangle Books, Inc., 12 East Delaware Place, Chicago, Illinois 60611 (\$7.95)

Document Not Available from EDRS.

Descriptors—*Community Characteristics, Community Involvement, Housing, *Housing Patterns, *Neighborhood Integration, Race Relations, Racial Attitudes, *Racial Integration, *School Integration

This book reports the results of a study on the characteristics of racially integrated neighborhoods in an attempt to discover whether, and

under what conditions, blacks and whites can live together. The communities studied had anywhere from one or two black families to more than ten percent. Integrated rural areas mostly in the South were not given as much attention as urban areas. Data were collected by interviewing neighborhood leaders and residents. In presenting the findings, the book first focuses on the profiles of six neighborhoods that represent the many others studied. Then, statistical estimates of the extent of integrated housing are given; in most cases, the whites far outnumber the blacks. White hostility toward black residents and demographic differences in the neighborhoods are analyzed. Racial attitudes and the participation in community institutions (schools, churches, etc.) are examined. In particular, the development and support of integrated schools are described. (Authors/JW)

ED 057 139

UD 011 934

Title I In Your Community.

NAACP Legal Defense and Educational Fund, Inc., New York, N.Y.

Pub Date 71

Note—45p.

Available from—NAACP Legal Defense and Educational Fund, Inc.; 10 Columbus Circle, N.Y., N.Y. 10019 (\$1.50, single copies up to 10)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Action, *Compensatory Education Programs, Disadvantaged Youth, Educational Administration, Educational Facilities, Elementary Education, Federal Aid, *Parent Associations, *Parent Participation, Parent School Relationship, Program Administration, *Program Planning, Secondary Education

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

This document is part of a kit entitled Title I in your community, which has been redesigned to include new information about Title I and to disseminate the experiences of parent groups who have been working on Title I problems. This kit includes sample forms which can be used by parent and community groups to monitor the use of Title I funds. The contents of this document include: (1) How Title I works; (2) Federal guidelines and criteria; money for poor children, not general aid, use of funds to supplant, the comparability rule, construction and equipment, failure to meet the needs of educationally disadvantaged children, supportive services, and private schools; (3) Title I in a unitary school system; (4) Your right to public information; (5) Analyzing information, interviewing officials, and visiting schools; (6) Parent councils; (7) Community action; and, (8) Compensatory education and other Federal programs. Appendix A lists the names, phone numbers, and jurisdictions of Federal and State officials involved with Title I. Appendix B is a partial list of people and organizations that may be of help on Title I and related issues, with address and phone number specified. (JM)

ED 057 140

UD 011 935

Rivlin, Alice M.

Systematic Thinking for Social Action.

Pub Date 71

Note—158p.

Available from—The Brookings Institution, 1775 Massachusetts Ave., N.W., Washington, D.C. 20036 (\$2.50)

Document Not Available from EDRS.

Descriptors—Action Programs (Community), Federal Programs, *Social Action, *Systems Approach, *Systems Concepts, *Systems Development

In this book, originally presented as the third series of H. Rowan Gaither Lectures in Systems Science at the University of California (Berkeley), are examined the contributions that systematic analysis has made to decision making in the government's "social action" programs—education, health, manpower training, and income maintenance. Drawing on her own experience in government, the author indicates where the analysts have been helpful in finding solutions and where they have been no help at all. It is urged that widespread implementation of social experimentation and accountability by the Federal government be effected. Underlying both kinds of programs should be the requirement for comprehensive, reliable performance measures. (Author/JW)

ED 057 141

UD 011 947

Greenglass, Esther Ruth

A Cross-Cultural Study of the Relationship Between Resistance to Temptation and Maternal Communication.

York Univ., Downsview (Ontario).

Spons Agency—Canada Council, Ottawa (Ontario).

Pub Date [68]

Note—28p.

Available from—Esther R. Greenglass, Dept. of Psychology, York Univ., 4700 Keele St., Downsview, Ont., Canada (Free of Charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Catholic Parents, Conflict, Conformity, Content Analysis, *Cross Cultural Studies, Discipline, *Elementary School Students, Games, Interaction Process Analysis, *Parent Child Relationship, *Socialization

Identifiers—Canada, Italy

The primary purpose of the present investigation is to study the relation between maternal communication and the child's resistance to temptation during an experimental task, among Italian and Canadian families. The nature of maternal communication was assessed by analyzing the verbal behavior of the mother while in discussion with her child. A series of mother-child pairs were given three experimental tasks which required that mother and child reach a consensus. The tasks were designed so as to stimulate discussion between mother and child, as well as to provide the mother with an opportunity to exercise her authority over her child. The discussions between mother and child were analyzed according to a schema based on the assumption that there are four basic functions of human speech: to teach, to please, to demand, and to defend oneself. An additional purpose of the study was to determine the relationship between the nature of maternal and paternal control and the child's resistance to temptation. The extent and nature of familial control was assessed by means of a questionnaire which was filled out by the child. Positive control is defined as the encouragement of the child to feel some responsibility toward some positively defined goal. Negative control is defined as a barrier, limitation, or restriction imposed by the parent on the child's activities. (Author/JM)

ED 057 142

UD 011 948

Zirkel, Perry Alan

A Bibliography of Materials in English and Spanish Relating to Puerto Rican Students.

Connecticut State Dept. of Education, Hartford.

Pub Date Jun 71

Note—51p.

Available from—James A. Scruggs, Exec. Dir., Connecticut Migratory Children's Program, Univ. of Hartford, 200 Bloomfield Avenue, Hartford, Conn. 06117

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, *Bibliographies, Booklists, Childrens Books, Filmstrips, Folklore Books, Foreign Language Books, *Instructional Materials, Puerto Rican Culture, *Puerto Ricans, Reference Books, Resource Guides, *Resource Materials, Spanish American Literature, Textbooks

The contents of this listing of materials, intended as resources for teachers and other persons concerned with improving the educational opportunities of Puerto Rican pupils on the mainland as well as on the island, are organized in four sections: (1) books: Puerto Rican Culture in English, Puerto Rican Culture in Spanish, and Children's Fiction; (2) audiovisual materials: films, filmstrips, recordings, and others; (3) research studies; and, (4) bibliographies. (JM)

ED 057 143

UD 011 950

Cohen, Harold L. Filipczak, James

A New Learning Environment: A Case For Learning.

Pub Date 71

Note—214p.

Available from—Jossey-Bass, Inc., 615 Montgomery St., San Francisco, Calif. 94111 (\$8.75)

Document Not Available from EDRS.

Descriptors—Conditioning, Delinquency, Delinquent Behavior, *Delinquent Rehabilitation, *Delinquents, Environmental Influences, *Environmental Research, Learning Processes, *Operant Conditioning, *Reinforcement, Socially Maladjusted

For more than two years, the authors of this book were involved in a special project with 41 teenage delinquents whose crimes ranged from auto theft and housebreaking to rape and homicide. Most of these youths had dropped out of public school and were equally unresponsive to the educational program within the Federal penal system at the National Training School for Boys (NTS) in Washington, D. C. The experimental program used operantly formulated contingency systems and the design of a special environment. By establishing an incentive plan, using rewards available in a free enterprise democracy (money and the things money can buy), the authors were able to increase the academic growth rate of these students two to four times the average for American public school students. The project designed a 24 hour learning environment, established new systems of operations, devised an economy based on academic achievement with scheduled reinforcement (which paid the students for competence), and hired the students to work for the project administration. The environment was planned to include choices and perquisites normally available to the average wage-earning American but not to these youths in prison. The students earned points (money) for academic performance and paid for their rooms, clothing, amusement, and gifts. They became, through their own achievement, working and paying members of the project society. (Author/JM)

ED 057 144

UD 011 953

Turner, W. E. And Others

ESEA Title I Evaluation Report Programs for Educationally Deprived Children, September, 1970 - August, 1971.

Wichita Unified School District 259, Kans.

Pub Date Sep 71

Note—617p.

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—Art Education, *Compensatory Education Programs, Counseling Services, Delinquent Rehabilitation, Educationally Disadvantaged, Elementary School Students, Health Services, Lunch Programs, *Program Evaluation, *Reading Programs, *Remedial Reading, Secondary School Students, Teacher Aides

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Kansas

Wichita's activities funded under ESEA Title I, designed to improve educational opportunities for its disadvantaged youth, began in the spring of 1966. The major thrust has been in the area of corrective reading and other programs designed to promote language development. Integration policies using busing prevented the concentration of funds on fewer recipients. While a total of 9129 public and 356 non-public children participated in all phases of Title I, the greatest number for any single instructional program was 2400 in all levels of corrective reading. Evaluation of the corrective reading program was based on a pre-post test comparison of results on the Gates-MacGinitie Reading Test and on the pretest to posttest gain in the instructional reading level. During the eight-month period between tests, corrective reading pupils made from 0.7 to 2.1 average grade level gains. Normal gain expectancy would have been 0.8. Average vocabulary grade level gains were from 0.6 to 1.0. Average comprehension grade score gains were from 0.6 to 1.2. All grades but one exceeded the normal gain expectancy on the instructional reading grade level. Seven of eight tested equalled or exceeded normal gain expectancy in vocabulary. Five of the grades equalled or exceeded normal gain expectancy in comprehension. (JM)

ED 057 145

UD 011 954

This Child Succeeds in School.

Atlanta Public Schools, Ga.

Pub Date [69]

Note—19p.

Available from—Project Success Environment, 210 Pryor St., Suite 201, Atlanta, Georgia 30303

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Classroom Environment, *Elementary School Students, *Experimental Programs, *Inner City, Motivation, Negro Students, *Reinforcement, Self Concept, Student Behavior, Student Improvement

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Georgia, Project Success Environment

Project Success Environment is an experimental program sponsored by the Atlanta Public Schools and funded by the State Department of Education under Title III of the Elementary and Secondary Education Act of 1965. The focus of this program, subtitled "An approach to Community Educational Improvement," is the development of a success technique for use with inner city pupils. The success technique is an application of reinforcement theory to modify pupil behavior utilizing relevant, rewarding experiences with positive outcomes as the reinforcer. Over a three-year period, the major goals or objectives of the program are: to train teachers, assistant teachers, and pupil models to use the success technique; to observe, record, and evaluate behavioral changes that occur in project pupils who are exposed to success technique; and, to develop, refine, and document the success technique based on experience obtained from utilizing and evaluating it, so that it can be replicated in other schools or cities. Criteria behavior being observed include conduct, academic achievement, and self-concept. Although it is too early to be able to draw conclusions from the data collected, the evidence is promising. For example, over the first 22 weeks of the school year, disruptions per student dropped from around 3.5 to around 1.5. (Author/JM)

ED 057 146

UD 011 955

Glass, Gene V. And Others

Data Analysis of the 1968-69 Survey of Compensatory Education (Title I). Final Report.

Colorado Univ., Boulder. Lab. of Educational Research.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 70

Grant—OEG 8-8-961860 4003-(058)

Note—440p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Compensatory Education Programs, Educational Needs, Educational Policy, Educational Resources, *Elementary Education, Elementary School Students, Elementary School Teachers, Family School Relationship, *National Surveys, *Program Evaluation, Resource Allocations, School Community Relationship, Student Improvement

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

In this report, the results of analyses of data from ESEA Title I Program evaluations collected in the 1969 Survey of Compensatory Education are presented. These data analyses bear on the evaluation of the operations and impact of the programs in 9236 school districts and 3219 elementary schools, involving 215,995 teachers of 5,733,976 pupils in grades two, four, and six. The data analyses are organized around four general questions about compensatory education programs in Title I elementary schools during the 1968-69 school year. (1) In what context of families, schools, and communities were compensatory education programs conducted? (2) What was the extent of the needs for compensatory education programs and how did these needs vary with such factors as pupil's ethnic-group membership, urbanism of school, etc.? (3) How efficient and sensible was the process of allocation of resources for compensatory education programs? Were Title I funds and participation in compensatory education programs allocated to the schools, teachers, and pupils with the greatest need for such programs? (4) What impact did compensatory education programs have? What were the outcomes of such programs in terms of pupils' performance on standardized achievement tests, teachers' ratings of pupils' academic personal and social growth, and teachers' general satisfaction with compensatory programs? [Appendix A is only marginally legible due to poor quality of the original document.] (Author/JM)

ED 057 147

UD 011 956

Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-Second Congress, First Session on Nutrition and Human Needs, Part 6—Summer Feeding Program and USDA Decision to Withhold Funds for Section 32. Hearings Held Washington, D. C., June 25 and July 22, 1971.

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Pub Date [Jul 71]

Note—230p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Administrative Policy, *Breakfast Programs, Community Surveys, Federal Government, Food Service, *Inner City, *Lunch Programs, Nutrition, *Summer Programs

Identifiers—California, Department Of Agriculture, Michigan, New Jersey, Texas

Testimony concerning the Summer Feeding

Program was heard during the June 25, 1971

hearing from R. S. Gribbs, mayor of Detroit,

Mich.; K. Gibson, mayor of Newark, N. J. and,

Arnold Robles and Edward Koplan, program ad-

ministrators of Los Angeles County, Calif., and

City of San Antonio, Texas. Testimony concern-

ing the withholding of funds for section 32 was

heard during the July 22, 1971 hearing from Rev.

W. Cunningham and E. Josaitis, director and pro-

gram coordinator, Focus: HOPE—Detroit; D.

Jones, mayor's Committee for Human Resources,

Detroit; Senator W. Magnuson, U.S. Senator

from Washington; and P. Olsson, deputy assistant

secretary, U.S. Department of Agriculture.

Among the appended submissions to the com-

mittee by witnesses was a comprehensive report

on the 1968 HOPE Food and Drug Survey invol-

ving the comparison study of grocery and drug

prices and services. ("The case for iron suppl-

plements in infant feeding regimens," by Lloyd A.

Filer, Jr., has been deleted from the material

presented in Appendix 2, due to its marginal leg-

ibility in the original document.)

ED 057 148

UD 011 957

Roy, Wendell J.

Law and Order in Classroom and Corridor.

NCRIEEO TipSheet, Number 6.

Columbia Univ., New York, N.Y. National

Center for Research and Information on Equal

Educational Opportunity.

Pub Date Nov 71

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Culture Conflict, *Disadvantaged Youth, Discipline Policy, *Discipline Problems,

Integration Effects, Police Action, Police

School Relationship, *School Administration,

School Attitudes, School Integration, Security,

Student Alienation, Student Behavior, *Student

School Relationship, *Student Teacher Relationship

With the increase in the number of newly

desegregated and not yet integrated schools has

come a rise in reports of student behaviors con-

sidered anti-school and anti-teacher. Many in-

stitutions are strengthening security personnel to

enforce order and discipline. But community

reaction to "police" may be more destructive

than the unacceptable behavior of children. Student

participation in administration does not

necessarily reduce or eliminate the occurrence of

such behaviors, which are not in themselves a

new phenomenon. Hiring uniformed guards is

more of a new act which everyone confronted

with serious discipline problems does not do. A

more positive and constructive approach is the

continual evaluation of discipline standards in all

schools, integrated or segregated. Teachers must

take into account the many factors which com-

prise natural barriers not only to the learning

process but to human interaction as well. The dis-

advantaged have a "second education" quite dif-

ferent from that institutionalized by Jews, Chi-

nese, and Japanese: it is a "reality education" with

one's social and even physical survival at stake.

This informal education is uniquely divergent

from the formal education attempted in schools.

Employment of the symbols of law enforcement

to coerce surface conformity to the standards of

schools is demeaning to both guards and students,

and ultimately self-defeating. (JM)

ED 057 149

UD 011 958

Hearings Before the General Subcommittee on

Education of the Committee on Education and

Labor, House of Representatives, 92nd Con-

gress, First Session on H.R. 2266, 4847, 6247,

7212, 7429 and S.1557. Bills to Provide for the

Needs of Elementary and Secondary Education

for the Seventies. Hearings Held New York, N.Y., May 21, 1971, and Boston, Mass., June 4, 1971.

Congress of the U.S., Washington, D.C. House

Committee on Education and Labor.

Pub Date [Jun 71]

Note—607p.; Committee Print, House Committee

on Education and Labor, 92nd Congress

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—*Educational Legislation, Educa-
tional Needs, Educational Resources, *Elementary
Education, *Federal Legislation, *Financial
Needs, Resource Allocations, School In-
tegration, *Secondary Education, Urban
Schools, Vocational Education

Identifiers—Massachusetts, New Hampshire, New
York

During the New York hearings, testimony per-

tinent to the bills was presented by such speakers

as Hon. Herman Badillo, Representative in Con-

gress from New York State, and Dr. Ewald

Nyquist, New York State Commissioner of Edu-

cation. Such documents as "An abstract of a

three-year longitudinal study to assess the fif-

teenth point plan," "An article entitled Education

Revenue Sharing," and "A statement of policy

and recommendations on Integration and the

Schocis, January 1968," were submitted by Dr.

Nyquist. Statements by Mrs. Blanche Lewis, Pre-

sident, United Parents Association, New York

City, Dr. Felton Lewis, Deputy Superintendent,

School District 12, Bronx, N.Y., Alfredo Mathew,

Jr., Community Superintendent, School District

No. 3, New York City, and others were also

heard. During the Boston hearings, testimony was

made by Dr. Neil Sullivan, Commissioner of Edu-

cation, State of Massachusetts, Charles Glenn,

Director of the Equal Educational Auxiliary Divi-

sion, State Department of Education, Mass-

achusetts, on a plan for the complete desegrega-

tion of the Boston secondary schools, William

Ohrenberger, Boston Superintendent of Schools,

and others. Andrew Neal, Chief of Division of

Vocational-Technical Education, New Hampshire

presented testimony and such documents as New

Hampshire high school enrollments in vocational

education 1945-70, New Hampshire investment

in vocational education, 1945-70, and other

charts. (JM)

ED 057 150

UD 011 959

Ten-State Nutrition Survey in the United States,

1968-70. Preliminary Report to the Congress,

April 1971.

Public Health Service (DHEW), Atlanta, Ga.

Center for Disease Control.

Pub Date Apr 71

Note—71p.

Available from—Center for Disease Control,

Dept. of Health, Education and Welfare,

Health Services and Mental Health Administra-

tion, Atlanta, Georgia

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Groups, Eating

Habits, Low Income Groups, *National Sur-

veys, *Nutrition, Population Trends, *Surveys

This report of the Department of Health, Edu-

cation, and Welfare to the Congress concerns the

nutrition of people living in 10 states, from 1968-

70. The data presented in this booklet present the

preliminary findings for New York City and New

York State. The data represent selected charac-

teristics and findings in the population groups

that were studied. The intent of the surveys was

to determine the nutrition levels of disadvantaged

families rather than provide a true picture of a

cross section of the total population. Sampling

selection was based on 1970 census data,

although the actual survey was instituted in June

1968 and not concluded until May 1970. Because

of the incomplete nature of the data forming the

basis of this report, it is considered that one

should be cautious in drawing conclusions.

Characteristics of the population sampled (educa-

tional, age, income, ethnic group) and biochem-

istries as well as anthropometry (height and

weight) and diet are the kinds of information

presented. (Author/JW)

ED 057 151

UD 011 964

Hearings Before the Select Committee on Nutri-

tion and Human Needs of the United States

Senate, Ninety-Second Congress, First Session

on Nutrition and Human Needs. Part 7—Crisis

in the National School Lunch Program.

Hearings Held Washington, D.C., September 7,

1971.

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Pub Date [Sep 71]

Note—279p.

Available from—Supt. of Documents, Govern-
ment Printing Office, Washington, D.C. 20402
(\$1.25)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Federal Legislation, *Federal Pro-
grams, *Lunch Programs, *Nutrition

The Senate Select Committee on Nutrition and

Human Needs held hearings on the crisis in the

National School Lunch Program (September 7,

1971). This transcript on the hearings includes

statements by members of the Committee and the

testimony of four witnesses who are involved in

the administration of various school food pro-

grams. In the appendices, correspondence,

newspaper articles, and material submitted by

witnesses are presented. (JW)

ED 057 152

UD 011 968

Rehabilitation of Families at Risk for Mental Re-

tardation. A Progress Report.

Wisconsin Univ., Madison. Regional Rehabilita-

tion Research and Training Center in Mental

Retardation.

Pub Date Oct 71

Note—313p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Adult Education Programs, Cogni-

tive Development, *Experimental Programs, In-

dividualized Instruction, *Intervention, Job

Training, *Mental Retardation, *Negro

Mothers, Prevention, Rehabilitation Programs,

*Retarded Children, Socioeconomic Status,

Stimulation

Identifiers—Wechsler Adult Intelligence Test,

Wisconsin

A site in Milwaukee was selected for a series of

high-risk population survey. This area was rated

in the lowest category for Milwaukee in terms of

median educational level and income, and in the

highest in terms of population density per living

unit, percent housing rated as dilapidated, and

unemployment. A pool of candidates composed

of mothers with full-scale Wechsler Adult In-

teelligence Test IQs of 75 or less was randomly

assigned to either the experimental or control con-

dition. Forty mothers meeting this IQ criterion

had babies over an 18 month period and were

assigned as either experimental or control families.

All families selected were of Negro extraction.

The experimental intervention is comprised of

two components: the infant stimulation program,

and the maternal rehabilitation program. The

former program is designed to facilitate intellec-

tual development of very young children. The

plan is concerned with a staff to manage and

arrange instruction for children, a physical loca-

tion which promotes learning, and the stimulation

program. The latter program was initiated to better

prepare the experimental mothers for employ-

ment opportunities and to improve their

homemaking to teach the mothers basic academic

tools necessary for vocational adaptability and an

occupational training program to teach specific

occupational skills. (Author/JM)

ED 057 153

UD 011 969

Caudill, William Frost, Lois

A Comparison of Maternal Care and Infant

Behavior in Japanese-American, American, and

Japanese Families.

Pub Date 71

Note—26p.

Available from—William Lebra, Editor, Mental

Health Research in Asia and the Pacific, Vol.

III., East-West Center Press, Honolulu, Hawaii

96822

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Development, Caucasians,

Child Care, Comparative Analysis, *Cross Cul-

tural Studies, Early Experience, *Infant

Behavior, Japanese American Culture,

*Japanese Americans, *Middle Class Mothers,

Observation, *Parent Child Relationship, Per-

sonality Development, Socialization, Verbal

Development

Previous studies have shown that American

mothers, in contrast to Japanese, do more lively

chatting to their babies, and that as a result, the

American babies have a generally higher level of

appears that because of different styles of caretaking in the two cultures, by three-to-four months of age the infants have already acquired culturally distinctive behaviors, and that this has happened out of awareness and well before the development of language. This interpretation is challengeable on two grounds: (1) behavioral differences may be genetically determined; and, (2) social change happens within a particular human group, resulting in significant shifts in baby behavior. Comparable data obtained from Japanese-American mothers of the third generation and infants can provide information to help settle both of these arguments. Naturalistic observations were made on two consecutive days during 1961-1964 in the homes of 30 Japanese and 30 white American first-born three-to-four month old infants equally divided by sex and living in intact middle-class urban families. Data on the ordinary daily life of the infant were obtained by time-sampling. The behavior of the Japanese-Americans is apparently closer to that of the Americans than that of the Japanese. (JM)

ED 057 154 UD 011 971

Guthrie, James W. Wynne, Edward
New Models for American Education.
Pub Date 71

Note—271p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, N.J. (\$4.00)

Document Not Available from EDRS.

Descriptors—Community Control, Compensatory Education, Economically Disadvantaged, Educational Accountability, *Educational Administration, *Educational Change, *Educational Finance, *Educational History, *Educational Parks, *Educational Policy, *Educational Quality, *Models, *Motivation, *School Integration, *Systems Approach

Contents of this book include: (1) "New Models: The Need for School Reform," James W. Guthrie—a survey of some of the past successes of our educational system, an attempt to assess present public opinion about it, and an analysis of some possible explanations for its apparent inability to perform satisfactorily; (2) "National Assessment: A History and Sociology," Ralph W. Tyler; (3) "From Information to Reform," Edward Wynne—discusses the development of means for promoting short-run change and demonstrates the manner in which an effective information system can be used as an accountability instrument capable of stimulating long-range school effectiveness; (4) "Compensatory Education," Wilson C. Riles; (5) "New Incentives for Schools," James S. Coleman; (6) "Inducing Poor Children to Learn," Effrat Feldman, and Sapolsky; (7) "The Tutorial Community Concept," Melaragno and Newman; (8) "A Systems Approach to Reforming Schools"; (9) "The Case for Community Control of the Schools," Henry M. Levin; (10) "Education and the Suburban Poor," Allen and Farnsworth; (11) "A Return to the Common School: Student Composition, Achievement and the Metropolitan Educational Park," Thomas F. Pettigrew; (12) "Capital Embodiment: A New Approach to Paying for Schools," Levin Guthrie, Kleindorfer, and Stout; (13) "Recreating the Family's Role in Education," Coons, Clune, and Sugarman; and, (14) "On Mentorship," Edward Wynne—learning away from schools. (JM)

ED 057 155 UD 011 972

Stein, Howard F.

Ethnic Identification vs. Identity As Ethnic: Americans of Slovak Descent in Urban-Industrial Western Pennsylvania.

Pub Date 20 Nov 71

Note—46p.; Paper presented at the Council on Anthropology & Education Symposium: "Ethnicity and Education"; American Anthropological Association Meetings. Nov. 20, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acculturation, Conflict Resolution, Culture Conflict, *Ethnic Groups, Generation Gap, *Identification (Psychological), Role Conflict, Role Perception, Self Concept, Slovenian, *Social Integration, *Social Mobility

Identifiers—Pennsylvania
It is in relation to a sense of a tangible future that the shaming dimension of Americanization most directly threatens the mobility and integration of the assimilation-aspiring "ethnic American" of South and East European origin or ancestry. Uncertainty about one's future

precipitates uncertainty about one's modes of conflict resolution that are bound up with a particular sense of future, and thereby threatens to reawaken the conflicts anew. This "identity crisis" exists for many members of all groups that have labeled themselves as "ethnic," as well as others that have been excluded from this rubric by those who now seek to overdefine themselves. Remarks here are confined to Slovak-Americans, with whom was done one and one-half years of field research in the industrial region of Western Pennsylvania, focusing on a third and fourth generation family analysis. The formulation proposed in this paper would suggest that as a consequence of socialization, individual, and experience in the world beyond the family, ambivalence would still be very much present. As for the problem of marginal status, the current assertions of "ethnic pride" and the beginnings of "ethnic power" movements would certainly suggest that socioeconomic and cultural marginality are not issues of the past. Thus, for the present generation the phenomenology of the ego would be little changed from earlier generations. (Author/JM)

ED 057 156 UD 011 973

Racial/Ethnic Distribution of Public School Students and Staff in New York State 1970-71.

New York State Education Dept., Albany. Information Center on Education.

Pub Date 71

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ethnic Distribution, Longitudinal Studies, Negro Students, Negro Teachers, Personnel Data, Public Schools, Racial Balance, *Racial Distribution, School Demography, School Integration, Spanish Speaking, *Student Distribution, *Teacher Distribution

Identifiers—*New York

The collection of racial/ethnic data on the school population of New York State was initiated in 1961 with a census of public elementary schools. Since 1966 such information has been collected annually from all public elementary and secondary schools and now is a part of the State Education Department's Basic Educational Data System. Tables are used to present: the racial/ethnic distribution of public school students, 1970-71; the distribution of Negro and Spanish-surnamed American public school students, 1970-71; percent distribution of public school students by racial/ethnic origin, 1966-67 through 1970-71; number of schools, and number and percent of minority students in schools of differing racial composition, 1970-71; number of schools, and number and percent of Negro students in schools of differing racial composition, 1970-71; number of schools, and number and percent of Spanish-surnamed American students in schools of differing racial composition, 1970-71; number of schools, and number and percent of "other" students in schools of differing racial composition, 1970-71; percent distribution of public school staff by racial/ethnic origin, 1970-71; and, percent distribution of public school staff by racial/ethnic origin, 1966-67 through 1970-71. Two appendices provide percent distribution of students and staff by racial/ethnic origin by school district, 1970-71. (JM)

ED 057 157 UD 011 985

Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-Second Congress, First Session on Nutrition and Human Needs. Part 8A—Food Distribution Program. Hearings Held Washington, D.C., September 15-16, 1971.

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Pub Date [Sep 71]

Note—300p.; Committee Print, Senate Select Committee on Nutrition and Human Needs. Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$1.25)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Federal Aid, *Federal Programs, *Food Service, Food Stores, *Nutrition, Nutrition Instruction

The Senate Select Committee on Nutrition and Human Needs held hearings on the "Food Distribution Program." The Program—often referred to as the "commodity distribution," "surplus distribution," or "direct distribution program"—has

the dual purpose of alleviating farm surpluses and helping the poor. It presently feeds about 3.6 million Americans living in about 1,000 counties and cities. It is an out-growth of farm-oriented legislation which was developed in the mid-1930's. The program reached its peak levels after World War II. Since the early 1960's, it has been overshadowed by the Food Stamp Program, which now reaches about 10.5 million people. The Committee believes that the Food Distribution Program is fraught with problems and difficulties. First, the testimony of recipients is recorded. Secondly, members of the private food sector describe what is wrong with the program as it now exists; and, thirdly, it is recorded how it might be substantially improved. In addition, state and local administrators give reports on the functioning of their programs. In the appendix, materials submitted by witnesses are included, as are relevant newspaper articles. (Author/JW)

ED 057 158 UD 011 986

MacPhee, Barbara Campbell

Emergency School Assistance Program: Community Grants. A Preliminary Report.

Southern Education Foundation, Atlanta, Ga.

Pub Date Nov 71

Note—58p.

Available from—Southern Education Foundation, 811 Cypress Street, N. E., Atlanta, Georgia 30308 (Free of Charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Programs, *Federal Aid, *Federal Programs, Nonprofessional Personnel, Program Descriptions, *Program Evaluation, *School Integration

Identifiers—Emergency School Assistance Program of 1970, ESAP

In September 1970, Congress launched a comprehensive program to make funds available directly to those school districts facing problems associated with school desegregation. The legislation was entitled the Emergency School Assistance Program (ESAP) and took \$75 million from previously authorized appropriations. Ten percent of the funds was reserved for programs applied for by public and private non-profit groups. Because of the importance of the community grant program's recognition of the role of non-professionals, the Southern Education Foundation decided to support a preliminary evaluation of the funded programs. This evaluation intends to describe a representative sample of the projects, and consider some questions about their activities in relation to the overall desegregation process. The writer of this report visited 18 projects, a sample of more than 10 percent of all projects funded. Staff and others were interviewed. A program overview and detailed evaluation constitutes the body of the report. (Author/JW)

ED 057 159 UD 011 990

Equal Educational Opportunity: Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-Second Congress, First Session on Equal Educational Opportunity. Part 13—Quality and Control of Urban Schools. Hearings Held Washington, D.C., July 27-29, and August 5, 1971.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Pub Date [Aug 71]

Note—336p.; Committee Print, Senate Select Committee on Equal Educational Opportunity. Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$1.25)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*City Problems, Compensatory Education, *Federal Government, Race Relations, *School Integration, *Urban Education, *Urban Environment

The Senate Select Committee on Equal Educational Opportunity held hearings on the quality and control of urban schools (Summer, 1971). The testimony of the various witnesses is recorded. Among the witnesses are professors of education, community leaders, and administrators of urban schools. The appendix includes material submitted by the witnesses and relevant newspaper articles. (JW)

ED 057 160 UD 011 991

Equal Educational Opportunity: Hearings Before the Select Committee on Equal Educational Op-

portunity of the United States Senate, Ninety-Second Congress, First Session on Equal Educational Opportunity. Part 14--State Role in School Desegregation: Pennsylvania. Washington, D.C., August 4, 1971.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Pub Date [Aug 71]

Note—148p.; Committee Print, Select Committee on Equal Educational Opportunity

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.65)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Equal Education, *Federal Government, *Race Relations, *School Integration

Identifiers—Pennsylvania

The Senate Select Committee on Equal Educational Opportunity held hearings on the role in school desegregation in Pennsylvania on August 4, 1971. The testimony of several witnesses is recorded. Among those who testified are superintendents of Pennsylvania public schools and experts on human relations. In the appendix, material submitted by the witnesses as well as relevant newspaper articles are included. (JW)

VT

ED 057 161

Johnson, Kirk A.

Retention of Electronic Fundamentals: Differences Among Topics.

Naval Personnel Research Activity, San Diego, Calif. Navy Training Research Lab.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—TB-STB-70-71

Pub Date Aug 69

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Charts, *Criterion Referenced Tests, *Electronics, *Enlisted Men, *Retention Studies, *Student Evaluation, Tables (Data), Tests, *Training

Criterion-referenced tests were used to measure the learning and retention of a sample of material taught by means of programmed instruction in the Avionics Fundamentals Course, Class A. It was found that the students knew about 30 percent of the material before reading the programs, that mastery rose to a very high level on the immediate posttest, and that about half of the improvement was lost by the end of the course (an interval of about 96 days). There was considerable variation in item difficulty by the end of the course. Most of this variation was independent of topic difficulty or measures of time difficulty obtained from the early posttests. Instructors (who were also experienced technicians) were asked to indicate the items that were most relevant to subsequent instruction or to performance on the job. These ratings were not very reliable. The indicated items did not differ appreciably from the remaining items in terms of student proficiency. It was concluded that if the instructors were correct in their ratings, there was enough forgetting to hinder a number of students in learning from subsequent courses and in performing their assigned duties on the job. (Author)

ED 057 162

Van Matre, Nicholas H. Harrigan, Robert J.

A Performance-Oriented Electronics Technician Training Program. V. Final Fleet Follow-Up Evaluation of Graduates.

Naval Personnel Research Activity, San Diego, Calif. Navy Training Research Lab.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—SRR-70-13

Pub Date Oct 69

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability Identification, Control Groups, *Electronic Technicians, Experimental Groups, *Experimental Programs, Followup Studies, Job Skills, *Military Personnel, *Slow Learners, Statistical Analysis, Tables (Data), *Training

An investigation was made of the job proficiency of the graduates of an experimental job-oriented training program for Electronics Technician (X-ET). This program was designed to train lower-aptitude personnel in a relatively shorter time to assume ET duties in the fleet. The fleet performance capabilities of 51 X-ET's and a matched sample of 43 Class A School graduates (A-ET's) were assessed by performance ratings and structured interviews with the technicians' supervisors after the technicians had experienced approximately 24 months duty in the fleet. The two groups were rated comparable in overall technical performance, but the A-ET's were rated as more capable in the specific areas of electronics troubleshooting and in the use of test equipment. The A-ET's tended to be in higher paygrades than the X-ET's, although the expressed career intentions for both groups were highly similar, and at least 70 percent of both samples had completed one or more electronic training courses beyond their original ET training. Generally, the experimental ET program successfully trained marginally qualified personnel, in a relatively shorter period of time, to perform satisfactorily the duties of the Electronics Technician rating. (BC)

ED 057 163

Goldin, George J. And Others

The Deaf Student in Higher Institutions of Learning—A Study of Policies and Attitudes of Admissions Officers in New England Colleges and Universities.

Northeastern Univ., Boston, Mass. Dept. of Rehabilitation and Special Education; Northeastern Univ., Boston, Mass. New England Rehabilitation Research Inst.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 69

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission Criteria, Bibliographies, College Admission, *Deaf, *Deaf Education, *Higher Education, *Surveys

Identifiers—*New England

A questionnaire was mailed to all 195 4-year colleges and universities, junior colleges, and professional schools in the New England states to obtain information about their attitudes and policies toward the admission of deaf students. Among the 70 percent of the schools who responded to the survey, policies towards deaf students who were able to talk were somewhat negative and admission criteria for the deaf unable to talk were definitely restrictive. The main reason given for the negative policies was the limited facilities of the institutions. Students generally applied to schools with larger student bodies, residential accommodations, good physical facilities, greater choice of electives, higher tuition, and advance degree availability. The questionnaire and a bibliography are appended. Numerous tables present the data. (BC)

ED 057 164

Lysaught, Jerome P. And Others

Individualized Instruction in Medical Education.

Rochester Univ., N.Y. Clearinghouse on Self-Instructional Materials for Health Care Facilities.

Spons Agency—Public Health Service (DHEW), Washington, D.C. Bureau of Health Manpower.

Pub Date Apr 68

Note—390p.; Proceedings of Conference on Self-Instruction in Medical Education (3rd, Rochester, N.Y., September 14-16, 1967)

Available from—Rochester Clearinghouse on Self-Instruction for Health Care, University of Rochester, Taylor Hall, Rochester, New York 14627 (\$5.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS

Descriptors—*Bibliographies, *Conference Reports, *Educational Research, *Individualized Instruction, *Medical Education

These 34 conference papers presented by more than 40 authors and coauthors represent a documentation of the growth of systematized education and the increasing emphasis on self-learning and self-regulation of the instructional process. The book is divided into the following seven subject areas: (1) Context of Individualized Instruction, (2) Research Studies on Learning Programs in Medicine, (3) Technology: Concept, Application, and Strategy, (4) Instructional Systems for Individualized Learning, (5) Outcomes of Self-In-

struction for User and Developer, (6) Programming Specifics and Variables, and (7) Programmer Training and Development. A bibliography is appended. (BC)

ED 057 165

VT 010 964

Indianapolis Manpower Utilization Project of Flanner House. Phase II (February 1, 1968-April 30, 1968).

Flanner House, Inc., Indianapolis, Ind.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 68

Note—85p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, *Community Development, *Disadvantaged Groups, Industrial Training, *Inplant Programs, Interagency Cooperation, Job Placement, *Manpower Utilization

Identifiers—Flanner House, Indianapolis

A private agency, Flanner House of Indianapolis, combined efforts with the Federal government, the Indiana State Employment Service, and private industry to provide upward job mobility for undereducated individuals who are either unemployed or underemployed. The project was designed to show that: (1) Private industry is willing to finance an educational program for undereducated employees, (2) A neighborhood pre-employment program can prepare the unemployed for work, (3) Government and private sector in cooperation can create upward job mobility, and (4) This opportunity will be utilized, if offered on a neighborhood basis. The program is organized so that the testing, training, and job placement of the unemployed are government financed. However, private financing covers the cost of employee clinics and in-plant education provided to upgrade undereducated employees. The final report of this project is available as MP 000 751. (BH)

ED 057 166

VT 010 966

Phillips, J. Edmund And Others

A Handbook for Job Restructuring.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Pub Date 70

Note—50p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L1.7/2:J57/4, \$5.55)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Employment Patterns, *Employment Trends, *Guides, *Job Development, Job Skills, *Manpower Utilization, Records (Forms)

Identifiers—*Job Restructuring

Rapid changes in the nation's economy have resulted in significant increases in the demand for workers in technical jobs but a significant decrease in the demand for unskilled workers. Unfortunately, the abilities of available manpower have not been developed to meet the requirements of jobs at the levels where the increased demands have occurred. As a result, employment opportunities are not available for many individuals although many jobs cannot be filled. This handbook was developed to provide a basic guide for use in restructuring job systems in order to utilize available manpower resources more efficiently. The proper and judicious application of the job restructuring techniques described in this handbook may contribute to alleviating this imbalance by providing appropriate job opportunities for these individuals. The methodology contained in this handbook was derived from a special adaptation of the job analysis concepts and techniques developed by the United States Training and Employment Service over a 35-year period. Job restructuring worksheets and a bibliography are included in the report. (Author/BC)

ED 057 167

VT 010 969

Folk, Hugh Hartman, Paul

Pensions and Severance Pay for Displaced Defense Workers.

Illinois Univ., Champaign. Inst. of Labor and Industrial Relations.

Spons Agency—Arms Control and Disarmament Agency, Washington, D.C.

Pub Date Jun 69

Note—182p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (AC-1.2:T38, \$1.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Fringe Benefits, *Job Layoff, *Job Tenure, *Unemployment, *Workmans Compensation
 Identifiers—Defense Workers, *Pension Plans, Severance Pay

The study investigates the adequacy of pension plans and severance pay for defense workers in the event of defense cutbacks. Pension plans were examined on the basis of a sample of firms in the defense and nondefense sectors, matched by size and industry. The study finds that benefit provisions of defense industry plans are similar to those in nondefense industry, but that the financial characteristics and experience differ significantly. This is because the defense firms employ the same funding methods and actuarial assumptions, not taking account of differences in employment history and prospects. The study finds that, overall, the pension plans and severance pay for defense workers are not well-suited to provide adjustment benefits to displaced defense workers. (Author/BC)

ED 057 168

VT 011 051

Development of USTES Aptitude Test Battery for Photograph Finisher (Any Industry) I 976.886.
 Wisconsin State Employment Service, Madison.

Spons Agency—Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—S-444

Pub Date Oct 69

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Group Norms, *Occupational Guidance, *Photography, *Task Performance, Test Validity

Identifiers—General Aptitude Test Battery Norms, *Photograph Finishers

To develop General Aptitude Test Battery (GATB) norms for the occupation of photograph finisher, 59 female workers employed as photograph finishers in Wisconsin were administered all 12 tests of the GATB and the Research Questionnaire-Background during July 1969. Supervisory ratings of job proficiency were made at approximately the same time as the tests were administered. Minimum aptitude requirements were determined on the basis of job analysis and statistical analysis of aptitude mean scores, aptitude-criterion correlations, and selective efficiencies. Norms of 90 for verbal aptitude and 75 for form perception were established. Only 68 percent of the nontest-selected workers were rated as good workers, and 32 percent were rated as poor workers. If the workers had been test-selected with the aptitude norms of 90 and 75, 82 percent would have been rated as good workers, and 18 percent as poor workers. The Job Performance Rating Form and fact sheet for the occupation of photograph finisher are appended. (SB)

ED 057 169

VT 011 052

Effect of Basic Literacy Training on Test Scores.
 Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—USTES-TRR-26

Pub Date Sep 69

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, *Educationally Disadvantaged, *Literacy Education, Statistical Analysis, Tables (Data), *Test Results, *Tests

This study investigated changes in test performance of disadvantaged people as a result of literacy training. Differences between scores obtained before and after basic literacy training were obtained. The study also investigated predictors of achievement-test score improvement. Standardized achievement tests of vocabulary, reading comprehension, arithmetic computation, and arithmetic reasoning were administered in 16 states. Raw scores were converted to grade score units and five derived scores were computed. The General Aptitude Test Battery (GATB) tests were also administered. Mean achievement test improvement was approximately nine grade scores or one grade equivalent for a mean of 208 hours of training. Initial reading achievement, minority group status, GATB aptitudes, and non-reading test performance predicted arithmetic improvement. In general, the same variables did not predict or were not as predictive of reading achievement improvement. (Author)

ED 057 170

VT 011 053

Solomon, Herman S.

Manpower Needs in Health Services.

New York State Dept. of Labor, Albany. Div. of

Employment.

Pub Date Jul 69

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Charts, *Health Occupations Education, *Health Personnel, *Manpower Needs, *Occupational Information, Tables (Data)

All hospitals, nursing homes, clinics, and home nursing and ambulance services in New York State were surveyed to determine projected needs for 39 specific occupations for nursing staff, technicians, and aides. There were 326,000 persons working in the medical care facilities in December 1966, and 182,000 held jobs in the 39 occupations. Hospitals employed four out of every five individuals included in the study. It was projected that over 5-year period between 1966 and 1971, medical establishments would need 152,790 new employees. School and in-service training programs were expected to graduate 97,000 persons for the surveyed occupations in this 5-year period. In only 10 of the 39 occupations did the output equal the projected need, and for the other occupations, the demand was expected to exceed supply by 26,000. Largest shortages were expected for nurses (9,000) and nurse aids (9,000). (BC)

ED 057 171

VT 011 108

Kuper, Irvin, Ed.

The Poughkeepsie Survey. A Report on Employment and Unemployment in a "Target Area" under the Model Cities Program.

New York State Dept. of Labor, Albany. Div. of Employment.

Pub Date [68]

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Charts, *Economically Disadvantaged, *Employment, *Federal Programs, *Inner City, Labor Force, Tables (Data), *Unemployment

Identifiers—Labor Force Participation, *Model Cities, Poughkeepsie

Located in the heart of the Mid-Hudson area, Poughkeepsie is one of the fastest growing regions of New York State, but the city itself has grown very little in the last five decades. The local Model Cities agency has created a target area which includes most of the older part of the city. In July 1967, the population was 35,970. A total of 26,400 of these individuals were 16 years or older and about two-fifths lived in the target area. Around 3,400 or 30 percent of the residents of the older area were nonwhite. Labor force participation rates were higher for nonwhites than for whites, 69 and 55 percent, respectively. The unemployment rate for the Poughkeepsie labor area was 2.5 percent but was 11.6 percent in the target area. An estimate was also made for the underemployed which revealed that there were 2,300 additional people in the target area who were not able to find suitable work. Combined with the unemployment rate, this yielded a rate of 27.6 percent. (BC)

ED 057 172

VT 011 116

Levine, Louis And Others

The Potential for Human Resources and Economic Growth in a Declining Local Community, A Socio-Economic Study of the Johnstown, Pennsylvania Economy, Volume I.

Pennsylvania State Univ., University Park. Inst. for Research on Human Resources.

Spons Agency—Pennsylvania State Dept. of Labor and Industry, Harrisburg.

Pub Date Sep 69

Note—232p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Depressed Areas (Geographic), *Disadvantaged Groups, Economic Development, Human Resources, Interagency Cooperation, Low Income Counties, *Racial Discrimination, *Socioeconomic Status, *Unemployment

Identifiers—Johnstown, Pennsylvania

The research summarized in Volume I of this two volume study of Johnstown, Pennsylvania provides an overview of the city's social and economic structure. This project was designed to help cure the area's chronic unemployment and economic instability and to serve as a prototype

study for other communities with similar problems. Community views and aspirations, as well as government services and taxes, are stressed as major factors in economic growth. Several possible solutions which are suggested have in common an emphasis on the need for greater civic awareness among the residents, so that needed tax levies can be passed. This requires better public relations by local government in order to increase community participation. In addition, the researchers consider proposals for governmental reorganization which would eliminate duplication of effort and competition between various levels of government in the area. One such alternative, the voluntary council, would enable governments to cooperate while remaining autonomous. Although this volume gives general solutions, the detailed analysis of the data, and specific conclusions are contained in Volume II, available as VT 011 117. (BH)

ED 057 173

VT 011 117

Levine, Louis And Others

The Potential for Human Resources and Economic Growth in a Declining Local Community, A Socio-Economic Study of the Johnstown, Pennsylvania Economy, Volume II.

Pennsylvania State Univ., University Park. Inst. for Research on Human Resources.

Spons Agency—Pennsylvania State Dept. of Labor and Industry, Harrisburg.

Pub Date Sep 69

Note—240p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Business Cycles, *Community Attitudes, *Community Surveys, *Depressed Areas (Geographic), Disadvantaged Groups, *Economic Change, Educational Opportunities, Human Resources, Question Answer Interviews, *Socioeconomic Status

Identifiers—Johnstown, Pennsylvania

The data provided in the second volume of this two-volume report are interpreted within the context of the social and economic problems identified in the first volume. With its lack of diversified industry, Johnstown, Pennsylvania was found to have the revenue problems typical of a depressed economy, accentuated by a decline in markets for its coal and steel. A natural advantage in manufacturing had been harmful to diversification, resulting in relatively great cyclical fluctuations. Johnstown exhibits population characteristics typical of a depressed area, with a low median income and migration of productive manpower out of the area. Using a random sample of 700 households and interviews with various civic leaders, the researchers determined how community attitudes were shaped by such factors as poverty and racial discrimination. On the basis of new knowledge of the peoples' aspirations, background information of the area, and labor force projections, they found shortcomings in the coordination of governmental and private agencies and in public spending. A facilitating is required before this area can attract the new industry which it so desperately needs. Volume I of the study is available as VT 011 116. (BH)

ED 057 174

VT 011 122

Employment Trends; Eating and Beverage Establishments 1958 to 1968, Louisiana.

Louisiana State Dept. of Employment Security,

Baton Rouge

Pub Date Aug 69

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employment, *Employment Trends, Food Service Industry, *Food Service Occupations, *Food Service Workers, *Occupational Surveys, *Statistical Data

Identifiers—Beverage Establishments, *Louisiana

Employment in eating and beverage establishments has grown tremendously in Louisiana. In 1940, United States Census figures showed that 18,400 were employed in the industry, and by 1969, the number had increased to 31,000. The situation in Louisiana may not be typical of other states because of a sharp increase in catering services to offshore oil and gas barge operations in that state. Men are used almost exclusively for purchasing, preparing, and delivering food for this type of catering service. In 1958, males accounted for only 37 percent of the work force, and by 1968, the percentage rose to 43 percent. Total employment for all retail trade was 129,800 in 1958 and 160,900 in 1968. Employment in

eating and beverage establishments accounted for 19 percent of retail trade employment in 1958 and 20 percent in 1968. Employment figures in 1968 for 15 of the major occupations in eating and beverage establishments are given, with projections for 1975. (BC)

ED 057 175 VT 011 124

Solomon, Herman S.

After Training. A Followup Report on MDTA-Course Graduates.

New York State Dept. of Labor, Albany. Div. of Employment.

Report No—RB-11

Pub Date Oct 69

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Charts, *Culturally Disadvantaged, Employment, *Federal Programs, *Individual Characteristics, *Program Evaluation, Surveys, Tables (Data), *Training, Unemployment Identifiers—*Manpower Development and Training Act, MDTA

A survey of 825 Manpower Development and Training Act (MDTA) graduates was made to evaluate MDTA programs. A total of 569 responded, representing 69 percent of the sample. The responses indicated that 80 percent of the graduates were employed and over two-thirds held training-related jobs. Sixty percent were between 22 and 45 years of age. A higher proportion of males than females remained in the labor force after training. The unemployment rate was highest (12 percent) for the 45 and older age group. Earnings of MDTA graduates exceeded pretraining earnings by 50 cents an hour in 69 percent of the cases. The median earnings for male graduates was \$2.67 per hour and for females \$2.12 per hour. (BC)

ED 057 176 VT 011 125

Shult, Robert J.

Report on Summer Experimental Television Project. Work Incentive Program, July 1 to August 31, 1969.

Wisconsin State Employment Service, Madison.

Pub Date 69

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Equipment Evaluation, *Equipment Utilization, *State Programs, *Television Identifiers—Wisconsin

The summer television project was instituted to provide a period of exploration and experimentation during which the needs of the Wisconsin State Employment Service and the Work Incentive Program were examined. Television was primarily useful for self-evaluation and for demonstration or introduction of new programs. Several types of television equipment were available. A one half inch system cost from \$800 to \$2,000, whereas a 1-inch system varied in price from \$2,000 to \$10,000. The one half inch system was light enough to be moved by one person and transported in an automobile. The larger system weighed at least 200 pounds and required a panel truck for transport. The major advantage of the larger system was its superior picture producing capability. The project must still solve the problems of: (1) which areas can effectively use television, (2) necessary levels of equipment, and (3) administration and control of television activity. (BC)

ED 057 177 VT 011 279

Helping Blue-Collar Workers in Trouble.

Sidney Hillman Health Center, New York, N.Y. Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 69

Note—63p.; Report of a Labor-Mental Health Conference (New York City, September 1967)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Blue Collar Occupations, *Demonstration Projects, *Emotionally Disturbed, *Mental Health Programs, *Union Members, Vocational Adjustment, *Vocational Rehabilitation

Identifiers—Amalgamated Clothing Workers of America, Sidney Hillman Health Center

This conference examined both past and potential results of a mental health rehabilitation program serving members of a New York clothing union. This research-demonstration project, which is being conducted by the Sidney Hillman Health Center with union and management cooperation, represents an attempt to keep emo-

tionally disturbed blue collar workers on the job. This requires identifying the emotionally disturbed worker and inducing him to seek help, as well as determining what treatment is required. The conference analyzed the need for coordination of government, labor, and community mental health programs. (BH)

ED 057 178 VT 011 445

Labor Laws Affecting Private Household Workers. Women's Bureau (DOL), Washington, D.C.

Pub Date Mar 69

Note—6p.

Available from—Women's Bureau, Wage and Labor Standards Administration, Department of Labor, Washington, D.C. 20210 (no charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Domestic, *Labor Laws, Minimum Wage, Unemployment Insurance, Working Hours, *Working Women, Workmans Compensation

Identifiers—Fair Labor Standards Act, FLSA

Wages and working conditions for private household workers have not kept pace with other occupations, partly because of lack of coverage by labor laws. This pamphlet describes the protection available to domestics under both federal and state laws. Not only wages and hours, but also coverage by Unemployment Compensation, Workmen's Compensation, and Social Security are discussed. This paper is a revision of MP 000 543. (BH)

ED 057 179 VT 012 875

Mason, Emmett E.

Industrial Arts Curriculum Improvements: A Change Agent's Guide.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Inf-Ser-35

Pub Date May 71

Note—31p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$30)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adoption (Ideas), *Change Agents, Changing Attitudes, *Curriculum Development, Curriculum Research, *Educational Change, Educational Development, Educational Improvement, *Educational Innovation, *Industrial Arts, Industrial Arts Teachers, Industrial Education, Program Development, Program Improvement

In reviewing innovative industrial arts curriculums and suitable methods for their adoption, this report presents the major objectives of 20 innovative programs in four categories: (1) integrative programs, (2) interpretation of industry programs, (3) occupational family programs, and (4) technology-oriented programs. Materials were gathered by computer and manual searches of Educational Resources Information Center (ERIC) publications and "International Dissertation Abstracts." After an analysis of the literature and a survey of curriculum alternatives, the report examines methods of achieving adoption of curriculum improvements, using consultants, supervisors, opinion leaders, and principals. An extensive bibliography, including reference materials determined by a computer search, is included. This report should be beneficial to change agents interested in implementing innovative industrial arts programs. (GEB)

ED 057 180 VT 012 906

Butler, Roy L. York, Edwin G.

What School Administrators Should Know About Cooperative Vocational Education.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Inf-Ser-37

Pub Date May 71

Note—18p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0772, \$.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, *Administrator Role, Advisory Committees, *Cooperative Education, Educational Equipment, Financial Needs, Financial Support, Guidance Services, Instructional Staff, *Program Administra-

tion, Program Development, Program Evaluation, Program Planning, Supervision, *Vocational Education

This publication is designed to serve school administrators interested in reviewing the key administrative concepts relative to cooperative vocational education. The document identifies the various types of cooperative programs, the advantages of cooperative education, and the major limiting factors related to the administration of these programs. Special attention is given to administrative matters such as (1) funding, (2) staffing and supervision, (3) advisory committees, (4) equipment and facilities, and (5) program evaluation. The compact nature of this review and its organization into guideline format should be of further assistance to the school administrator in planning and developing cooperative education programs. (Author/JS)

ED 057 181 VT 012 965

Robinson, Oliver W. Schmitt, Henry E.

What School Administrators Should Know About Vocational Education For Disadvantaged Youth In Rural Areas.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Inf-Ser-39

Pub Date Jun 71

Note—24p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0774, \$.30)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, *Administrator Role, Curriculum Development, Differentiated Staffs, *Disadvantaged Youth, Educational Needs, Employment Opportunities, Manpower Development, Program Administration, *Program Development, Program Improvement, Program Planning, *Rural Youth, School Community Cooperation, Staff Utilization, *Vocational Education

The basic problem facing school administrators, supportive staff personnel, and school boards is how to successfully implement vocational programs for rural disadvantaged youth. Thus, this document was designed to help school administrators review the key administrative concepts relative to this type of vocational education program. The compact nature of the review should provide a ready reference for the practitioner seeking to develop and improve programs in his school and community. Special attention is devoted to (1) Historical Development of Programs, (2) Exemplary Programs and Procedures, (3) School Organization Patterns, (4) Labor, Industry, and School Cooperative Efforts, (5) Developing Professional Personnel, (6) Determining Program Offerings, and (7) Developing, Adapting, and Revising Instructional Resources. The strengths and weaknesses of these programs are also examined. (Author/JS)

ED 057 182 VT 013 206

Sjogren, Douglas

Review and Synthesis of Research on Occupational Adaptability.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Inf-Ser-42

Pub Date Jul 71

Note—34p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0793, \$.30)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographic Citations, Cluster Grouping, Curriculum, Curriculum Development, Job Analysis, *Literature Reviews, *Occupational Clusters, Occupational Mobility, Program Development, *Research Reviews (Publications), Transfer of Training, *Vocational Adjustment, *Vocational Education

Occupational adaptability is an important consideration in the development of programs related to occupational exploration, career development, and vocational education. Intended to be an authoritative analysis of the literature in the field, this state-of-the-art paper should assist in identifying substantive problems and methodological approaches for researchers and curriculum development specialists as well as providing practitioners

130 Document Resumes

with a summary of research findings that have application to educational programs. Research is categorized by: (1) Occupational Adaptability Studies, (2) Job Analysis, (3) Curriculum-Oriented Work, (4) Work Adjustment, and (5) Critique. An extensive bibliography is appended. (GB)

ED 057 183 VT 013 479

Campbell, Robert E. Vetter, Louise
Career Guidance: An Overview of Alternative Approaches.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—Inf-Ser-45

Pub Date Aug 71

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Education, *Career Planning, Computer Oriented Programs, Elementary Grades, Fundamental Concepts, *Occupational Guidance, Post High School Guidance, Program Development, *Program Planning, Secondary Grades, Systems Approach, *Vocational Education

Identifiers—*Career Development, Occupational Exploration

By presenting a brief overview of alternative approaches to career guidance programs, this publication was designed to serve state-level planners interested in reviewing the key concepts relative to career development and planning. The compact nature of the review should provide a ready reference for practitioners seeking alternative delivery systems for accomplishing career development. Alternative approaches which received special attention are: (1) occupational exploration, (2) the developmental (K-14) approach, (3) systems approaches, and (4) computer-assisted approaches. Also included is a discussion of considerations and recommendations based on extrapolations of current and future options. (JS)

ED 057 184 VT 013 713

Bjorkquist, David
What Vocational Education Teachers Should Know About Individualizing Instruction.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—Inf-Ser-49

Pub Date Nov 71

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Objectives, Individual Characteristics, *Individualized Instruction, Learning Characteristics, *Learning Processes, *Student Characteristics, Teacher Role, *Vocational Education, Vocational Education Teachers

Teachers are increasingly becoming managers of the learning process rather than dispensers of knowledge and are being challenged to individualize their instruction to account for variability. Classroom objectives, characteristics of the learner, and the learning process are the focal points of this publication. Although there will continue to be considerable trial and error in individualizing instruction, the vocational teacher can use the following general guidelines: (1) The task to be learned should be divided into components which can be accomplished by the learner, (2) The instructional program should begin at a point commensurate with the learner's capabilities and prior knowledge, and (3) Principles by which individuals learn should be used in planning and selecting individualized instruction. (Author/JS)

ED 057 185 VT 013 778

Coates, Sue Stringer
College-Level Education in Retailing: A Comparison of Perceptions of Retail Employment Executives and Retail Educators.

Pub Date Jun 71

Note—185p.; Ed.D. Dissertation, Missouri University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—College Teachers, Comparative Analysis, Curriculum Development, Distribu-

tive Education, Doctoral Theses, Educational Programs, *Employer Attitudes, Leadership Qualities, Management Development, *Management Education, Managerial Occupations, Opinions, Relevance (Education), *Retailing, *Teacher Attitudes, Technical Education

The tremendous changes in methods of operation experienced in the retailing field in recent years, have brought about changes in the nature and extent of formal education required of potential retail executives. The primary purpose of this study was to ascertain the relative value of various elements of college retailing programs in the preparation of potential executives, as perceived by retail employment executives and retail educators. The study also sought to determine the degree of compatibility existing between the perceptions of these two groups in regard to 110 informational topics and functional competencies. Based on perceptions received from 102 retail executives and 80 retail educators, 40 of the 110 items were rated essential by both groups, but not the same 40. The comparative analysis revealed that the executives place value on topics such as buying, pricing, and financial analysis and interpretation, while educators tend to place value on trends in retailing, concepts and psychology of pricing, and accounting methods. Closer collaboration between the two groups would help keep instruction relevant. (Author/JS)

ED 057 186 VT 013 781

Rau, Gerald N.
The Relationship of Occupational Experience and Professional Preparation of Machine-Trades Teachers to the Achievement of Machine-Trade Students.

Pub Date 71

Note—204p.; Ed.D. Dissertation, Missouri University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Doctoral Theses, Intelligence Differences, *Professional Education, Statistical Analysis, *Students, *Teacher Experience, Teacher Qualifications, Technical Education, *Trade and Industrial Education

The primary purpose of this study was to ascertain the relationship between the occupational experience and professional preparation of machine-trades teachers and the achievement of machine-trades students taught by these teachers. Data were obtained through a mailed information form involving 46 teachers from six states and the achievement test scores of 510 junior students. Multiple regression analysis, encompassing selected teacher characteristics, was employed to predict student achievement on the three test segments of the Ohio Machine Trades Achievement Test. Analysis of variance was utilized to test achievement differences of students who had trades-trained teachers and students who had institutionally-trained teachers with trade experience. Specific conclusions were that: (1) A student's native intelligence was the vital element in predicting student achievement on each test segment, (2) The increase in machine-trades industrial experience was related to greater student achievement on respective test segments, and (3) The teacher's college credit hours beyond minimal level appear to be unrelated to greater student achievement. (Author/GE)

ED 057 187 VT 013 785

Clark, Francis Eugene
Effects of Two Learning Treatments on the Understanding of Orthographic Projection by Students Varying in Visual-Haptic Aptitude.

Pub Date Aug 71

Note—287p.; Ed.D. Dissertation, Missouri University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Academic Aptitude, Cognitive Development, Doctoral Theses, Elementary School Students, *Haptic Perception, Industrial Arts, *Learning Activities, *Learning Theories, *Orthogonal Projection, Statistical Analysis, *Visualization

The purposes of this study were to compare the cognition of students exposed to two different

learning treatments and to ascertain the effect of the two treatments and the relationship of the three levels of visual-haptic aptitude to the number of trials required to reach the criterion. One treatment emphasized cognition through prerequisite principles, the other cognition through visualization. A 3 x 2 factorial design was used with 60 sixth grade students. The sample consisted of two treatment groups, each containing 30 students representing visuals, indefinites, and haptics. A learning hierarchy was developed based upon an "a priori" psychological analysis using the method proposed by Gagne, and behavioral objectives were derived for each unit of prerequisite information identified. The only variable to be manipulated was the written information. The students who received the prerequisite principles scored significantly higher on cognition and required significantly fewer units to reach the final task than did those in the visualization treatment group. (GEB)

ED 057 188 VT 013 786

Janeczko, Robert John
The Effect of Instructional Objectives and General Objectives on Student Self-Evaluation of Psychomotor Performance in Power Mechanics.

Pub Date 71

Note—178p.; Ed.D. Dissertation, Missouri University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Achievement Tests, *Behavioral Objectives, College Curriculum, Doctoral Theses, Educational Objectives, Experimental Groups, Post Testing, *Power Mechanics, *Psychomotor Skills, *Self Evaluation, Statistical Analysis, Student Attitudes, Teaching Methods, *Teaching Techniques

The major purpose of this study was to ascertain the relative effects of student exposure to instructional objectives upon student self-evaluation of psychomotor activities in a college-level power mechanics course. A randomized posttest-only control group design was used with two different approaches to the statement of the objectives. Four instructional learning packages, identical in composition, layout, and illustrations, related to automotive braking systems were constructed. The only difference was in the statement of the objectives, with half of the students receiving objectives contained in terminal behavior and the other half receiving general objectives. It was concluded that while students who have prior knowledge of instructional objectives can be expected to achieve at a higher level than students who have prior knowledge of general objectives, neither of the two approaches to stating objectives appears to be more effective than the other in terms of self-evaluation. (Author/GE)

ED 057 189 VT 013 925

Cotrell, Calvin J. Doty Charles R.
Assessment of Micro-Teaching and Video Recording in Vocational and Technical Teacher Education: Phase II—An Analysis of Face-To-Face, Remote and Delay-In-Feedback Techniques. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Report No.—R-D-Ser-54

Pub Date Sep 71

Grant—OEG-3-7-000158-2037

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Feasibility Studies, *Feedback, *Microteaching, Program Effectiveness, Program Improvement, Simulated Environment, *Teacher Education, Teacher Improvement, Teaching Quality, *Teaching Techniques, *Video Tape Recordings, Vocational Education, Vocational Education Teachers

Identifiers—Delay in Feedback Techniques, Face to Face Techniques

This is the second in a series of three tests of selected micro-teaching and video recording techniques designed to facilitate the identification of alternate ways to increase the effectiveness of vocational teacher education. The tests were conducted to develop feedback techniques in a laboratory under simulated teacher education

conditions. This developmental effort further served as a screening device for the most promising techniques prior to seven demonstration and field testing activities which were part of the project, "Assessment of Micro-Teaching and Video Recording in Vocational and Technical Teacher Education." With full cognizance of the limitations of the feasibility study, i.e., the size of the sample and the number of simulated teaching sessions, several conclusions were reached. These include: (1) Teachers may improve their performance on pedagogical skills as well under remote and delay-in-feedback techniques as they do under conventional face-to-face conference techniques, (2) The micro-teaching technique may be more beneficial than the particular feedback technique and used with it, and (3) The micro-teaching process was appropriate for testing the feasibility of the feedback techniques in a simulated vocational education program. (Author)

ED 057 190 VT 013 969

Cotrell, Calvin J. Doty, Charles R.
Assessment of Micro-Teaching and Video Recording in Vocational and Technical Teacher Education: Phase III--An Analysis of Instructional Model and Remote Feedback Techniques. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency--National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Report No--R&D-Ser-55

Pub Date Oct 71

Grant--OEG-3-7-000158-2037

Note--38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Effective Teaching, Experimental Groups, Feedback, *Microteaching, Performance, Statistical Analysis, *Teacher Education, Teacher Evaluation, *Teaching Techniques, Technical Education, *Video Tape Recordings, Vocational Education, Vocational Education Teachers

This is the third in a series of three tests of selected micro-teaching and video recording feedback techniques in laboratory settings designed to simulate vocational teacher education programs. A comparison was made of the relative effectiveness of: (1) face-to-face supervision with video feedback, (2) remote supervision via video feedback which included a second sound track with the teacher educator's comments, and (3) remote supervision via video feedback augmented by instructional models for self-comparison. Three feedback groups, each consisting of four vocational teachers, practiced demonstrating a manipulative skill during seven 5-minute teaching sessions. Their lessons were evaluated by a panel of two judges using a critique form on demonstrating a manipulative skill. An analysis of the mean performance scores revealed no significant differences in effectiveness among the techniques, but it did reveal a significant change in the teachers' performance. It was concluded that the three feedback techniques were feasible methods for programs of vocational teacher education. (Author/GEB)

ED 057 191 VT 014 015

Sexton, William E. Spencer, Albert
Less-Than-Baccalaureate Level Technical Education Programs in Higher Education.

American Association of State Colleges and Universities, Washington, D.C.; Eastern Kentucky Univ., Richmond.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date Jun 71

Note--31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Associate Degrees, Enrollment, *Land Grant Universities, National Surveys, *Program Development, Program Evaluation, *State Colleges, *Tables (Data), *Technical Education

Based on a national survey of 4-year state colleges and universities, this study presents information concerning the involvement of such institutions in less-than-baccalaureate level technical education. Data for the study were gathered from 129 institutions through the use of an information form and pertained to both off-campus and on-campus programs. Analysis of the data indicates that: (1) Institutions of higher education are in-

volved to a considerable extent in less-than-baccalaureate technical programs, and their involvement increased sharply during the period 1967-71, (2) The less-than-baccalaureate level programs offered in the participating institutions were mainly 2-year programs as are those programs currently in the planning stage, and (3) The most significant trend in the development of less-than-baccalaureate level technical programs from 1967-71 was the very sharp increase in both the number of programs offered and the student enrollment in these programs. (JS)

ED 057 192 VT 014 063

Cotrell, Calvin J. Doty, Charles R.

Assessment of Micro-Teaching and Video Recording in Vocational and Technical Teacher Education: Phase IV--Classroom Application of Micro-Teaching and Video Recording. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency--National Center for Educational Research and Development (DHEW/CE),

Washington, D.C.

Report No--R&D-Ser-56

Pub Date Oct 71

Grant--OEG-3-7-000158-2037

Note--42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Comparative Analysis, Distributive Education Teachers, *Feedback, High School Students, Inservice Education, Methods Courses, *Microteaching, Peer Teaching, Preservice Education, Statistical Analysis, Tables (Data), *Teacher Education, *Teaching Techniques, Technical Education, *Video Tape Recordings, Vocational Education

This is part of a series of studies conducted to assess the use of micro-teaching and video recording as a feedback device in teacher education. Fourth in the series and the first field test, the study was designed to test two variations in the techniques, feedback and type of student taught in a distributive education methods class at the Ohio State University. Twenty-four preservice and inservice teachers participated in the study, each teaching two 7-minute micro-lessons to peers or to high school students, with and without video feedback. Data collected included ratings on the critique forms completed by the teacher educator and questionnaires completed by the teachers. Statistical tests were computed and revealed no significant differences between the two groups. However, responses on the questionnaire indicated that the teachers who had received video feedback and had taught high school students were more positive in attitude. As a result of this investigation, it was recommended that video feedback and teaching to high school students be included in the teaching practice sessions of the methods class and that teachers participating in such programs be given intensive training in the micro-teaching format. (Author/JS)

ED 057 193 VT 014 079

Hoerner, James L. And Others

Assessment of Micro-Teaching and Video Recording in Vocational and Technical Teacher Education: Phase V--Preservice Trade and Industrial Teacher Education. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency--National Center for Educational Research and Development (DHEW/CE),

Washington, D.C.

Report No--R&D-Ser-57

Pub Date Oct 71

Grant--OEG-3-7-000158-2037

Note--54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Audiovisual Aids, High School Students, *Microteaching, Research Projects, Skill Development, Statistical Analysis, Teacher Attitudes, *Teacher Education, *Teaching Methods, Trade and Industrial Education, *Vocational Education

This report describes the fifth in a series of studies assessing micro-teaching and video recording in vocational and technical education. The 48 participants were randomly assigned to eight treatment groups which consisted of combinations of the two levels of the three major variables: (1) video feedback or no feedback, (2) teaching four 5-minute lessons or two 10-minute lessons, and (3) teaching high school students or teaching peers. The focus was on the effect of

each of the variables on participants' teaching skills, the effect teaching high school students has on self-confidence in ability to teach, and the participants' attitudes and opinions regarding their experiences. Data were analyzed by a "t" test and analysis of variance of the mean percentage of gain scores. No significant differences were found for or against any of the procedures tested except in the "t" test of gain in teaching skills; however, the attitudes and opinions of the participants reflected strong support for the use of video recording in preservice and inservice trade and industrial teacher education. (GEB)

ED 057 194 VT 014 089

Chase, Shirley A. And Others

Assessment of Micro-Teaching and Video Recording in Vocational and Technical Teacher Education: Phase IX--Micro-Supervision. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency--National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Report No--R&D-Ser-58

Pub Date Oct 71

Grant--OEG-3-7-000158-2037

Note--51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Microteaching, *Preservice Education, Simulation, Supervision, *Supervisory Methods, Teacher Education, *Teacher Educator Education, *Teaching Techniques, Video Tape Recordings, *Vocational Education, Workshops

As part of the series of studies assessing micro-teaching and video recording in vocational and technical education, this study tested the feasibility of applying these techniques in the preparation of vocational teacher educators. Conducted as a simulated workshop for prospective teacher educators, the study involved 12 prospective teacher educators who were assigned to either individual or group supervisory conference techniques, 12 preservice teachers, and high school students who participated in the micro-teaching sessions. Each teacher in the study taught a micro-lesson to four high school students. The teacher educator then viewed the videotape of the micro-lesson and conducted a supervisory conference with the teacher. Finally, the master teacher educator viewed the videotape of the teacher-teacher educator conference and conducted a supervisory conference with the teacher educators, either on an individual basis or with a group of three. Based on analysis of the data collected from the above sessions and from the teacher educators' satisfaction and evaluation forms, no significant difference was found to exist between the two groups in effectiveness on supervisory performance or expressed satisfaction. However, the reactions and opinions of the teacher educators reflected strong support for the use of micro-supervision in their preparation. (Author/JS)

ED 057 195 VT 014 095

Jameison, Richard D.

A Comprehensive Study of Municipal Fire Service Training Conducted in New Jersey.

Pub Date Oct 71

Note--62p.; M.S. Thesis, Rutgers, The State University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Adult Vocational Education, Educational Needs, *Fire Science Education, *Institutes (Training Programs), Job Training, Masters Theses, Municipalities, *State Programs, *State Surveys, Trade and Industrial Education

Identifiers--New Jersey

Material losses due to fires have continued to rise and have become a major social and economic problem in the United States. The effort to deal with fire is mostly organized and financed by local municipal governments. A comprehensive study of the fire service training in New Jersey was conducted in order to establish needs and prepare recommendations for the development of additional programs. The study was limited to all municipalities of over 3000 population, and data were collected by a 23 item questionnaire. The study revealed that very little systematic training was taking place at any level, and it was concluded that training must be strengthened. It was recommended that: (1) this initial attempt to study fire service training be

considered a pilot study, (2) the questionnaire be revised and reformatted as a structured interview, and (3) a further study of the problems be conducted. (GEB)

ED 057 196 08 VT 014 101

Garbin, A. P. Vaughn, Derrald
Community-Junior College Students Enrolled in Occupational Programs: Selected Characteristics, Experiences, and Perceptions. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Report No.—R&D-Ser-53

Pub Date Sep 71

Grant—OEG-3-7-000158-2037

Note—280p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Career Planning, Cultural Background, Family Background, *Junior Colleges, *Junior College Students, Manpower Development, Occupational Guidance, Parent Attitudes, Post Secondary Education, Program Development, Social Background, Student Attitudes, *Student Characteristics, *Student Distribution, Student Enrollment, Tables (Data), *Vocational Education

This is the first of four planned publications based on the results of a national survey concerned with furthering understanding of enrollees in junior college occupational programs. The primary sources of data were approximately 5,000 students in vocational technical programs at 60 different public, community-junior colleges. Questionnaire data were gathered on students' personal and background characteristics, experiences, and perceptions. Where possible and meaningful, the findings were compared with those reported on other groups of student. In addition to contributing to the limited data pool on junior college vocational students, the study offers recommendations pertaining to the following areas: (1) increasing the extent to which post-secondary occupational education will have broader societal exposure, a more positive evaluation, and greater student accessibility, (2) the vital role played by guidance and counseling personnel, (3) the danger of applying stereotypical definitions to vocational students, (4) need for broader training programs, and (5) directions for future research. (Author/JS)

ED 057 197 08 VT 014 116

Harrington, Fred W. Doty, Charles R.

Assessment of Micro-Teaching and Video Recording in Vocational and Technical Teacher Education: Phase VI—Feedback Techniques for Inservice Technical Teacher Education. Final Report. Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Report No.—R&D-Ser-60

Bureau No.—BR-7-0158

Pub Date Oct 71

Grant—OEG-3-7-000158-2037

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, *Feedback, *Inservice Education, Microteaching, *Teacher Education, *Teaching Techniques, Technical Education, Video Tape Recordings, Vocational Education, *Vocational Education Teachers

This is the sixth study in a project designed to find more effective and efficient ways of using micro-teaching and video recording in programs of vocational teacher education. In this field test of the feasibility and potential applicability of four related feedback and analysis techniques used in an inservice teacher education program for instructors in a technical institute, 28 instructors were assigned to four feedback and analysis groups: (1) self-review, (2) fellow instructor review, (3) student review, and (4) teacher-educator review. Also the study focused on three research questions which were concerned with differences in the effectiveness and feasibility of the feedback techniques and with differences in attitudes toward inservice experience. Analysis of the data revealed no statistically significant differences among the four variations on the instructors' teaching performance. All four techniques were found to be effective and feasible for inser-

vice programs of teacher education in the technical institute setting. (Author/JS)

ED 057 198 VT 014 124

Fine, Jean Szaloczi And Others

National Study of Social Welfare and Rehabilitation Workers, Work, and Organizational Contexts.

Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—SRS-ORD-177; WP-1

Pub Date Apr 71

Note—218p.

Available from—Superintendents of Documents; U.S. Government Printing Office, Washington, D.C. 20402 (HE 17.24:1, \$1.75)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Job Analysis, Manpower Development, *Manpower Needs, *Manpower Utilization, Occupational Mobility, Organizational Climate, *Rehabilitation, *Social Services, Sub-professionals, Task Performance

With demand for social welfare and rehabilitation services growing faster than the manpower supplying the services, agencies are finding it necessary to increase recruitment of new workers and to utilize available workers more efficiently. The papers in this publication were prepared as background information, initial working papers, and beginning work plans for the first research steps in a 5-year program of research in the areas of: (1) job mobility, (2) employment of sub-professionals, and (3) impact of organizational climate and structure on workers. These working papers summarize the state of the art, introduce the research approach, and identify some expected outcomes. (BH)

ED 057 199 VT 014 133

Gay, Evan G. And Others

Manual for the Minnesota Importance Questionnaire. Minnesota Studies in Vocational Rehabilitation: XXVIII.

Minnesota Univ., Minneapolis. Industrial Relations Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—Bull-54

Pub Date Jun 71

Note—93p.

Available from—Project Manager, Work Adjustment Project, Industrial Relations Center, University of Minnesota, 447 Business Administration Building, Minneapolis, Minnesota 55455

Document Not Available from EDRS.

Descriptors—*Manuals, *Psychological Tests, Questionnaires, Rehabilitation Counseling, *Testing, *Vocational Rehabilitation, *Work Attitudes

Identifiers—*Minnesota Importance Questionnaire, MIQ

The Minnesota Importance Questionnaire (MIQ) is a 210-item pair-comparison instrument designed to measure 20 vocationally relevant need dimensions: (1) ability utilization, (2) achievement, (3) activity, (4) advancement, (5) authority, (6) company policies and practices, (7) compensation, (8) co-workers, (9) creativity, (10) independence, (11) moral values, (12) recognition, (13) responsibility, (14) security, (15) social service, (16) social status, (17) supervision-human relations, (18) supervision-technical, (19) variety, and (20) working conditions. Designed for use by trained personnel only, the MIQ has many uses in vocational rehabilitation. This manual for the MIQ includes counseling uses, test interpretation, and technical data about the development, reliability, and validity of the MIQ. (Author/BH)

ED 057 200 VT 014 158

Stenholm, Britta

Education in Sweden.

Swedish Inst., Stockholm.

Pub Date 70

Note—139p.

Available from—Swedish Institute, Stockholm, Sweden

Document Not Available from EDRS.

Descriptors—Career Education, Educational Administration, Educational Change, *Educational Policy, *Educational Programs, *Foreign Countries

Identifiers—*Sweden

The historical development and present status of the Swedish educational system is overviewed.

The continuous reform and democratization of the educational system which began in 1950 is a recurring theme, with emphasis on personal development and free choice of studies. To this end, reforms in the 1960's altered the emphasis of basic schooling to place equal importance on preparation for immediate employment upon leaving school. However, this in no way closes the door to further studies at universities and colleges. Education is available to all Swedes through the university level, without tuition, and with financial support available to cover living expenses. Adult education and preschool education play increasingly important roles in the overall pattern of education in Sweden. (BH)

ED 057 201 08 VT 014 161

Kelly, Patricia Smith And Others

Assessment of Micro-Teaching and Video Recording in Vocational and Technical Teacher Education: Phase VIII—Feasibility of Remote Supervision of Home Economics Student Teachers. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Report No.—R&D-Ser-59

Bureau No.—BR-7-0158

Pub Date Nov 71

Grant—OEG-3-7-000158-2037

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Supervisors, Educational Experiments, *Feasibility Studies, Feedback, *Microteaching, Preservice Education, Student Teachers, *Supervisory Methods, *Teacher Education, Teaching Techniques, *Video Tape Recordings, Vocational Education

Designed to determine the feasibility of remote supervision of college students during their preservice teaching experience, this study focused on the use of three techniques of college supervision—face-to-face, audio-phone, video-phone—to ascertain their effects on student teacher improvement in specific teaching skills and in teaching confidence. Subjects for the study were 36 home economics student teachers who were engaged in their final preservice experience during winter quarter 1969 at Ohio State University. Each student teacher and college supervisor was assigned to a supervisory technique, resulting in 12 student teachers involved in each technique. A pretest/posttest control-group designed provided the means for testing the hypotheses posed in the study. Results of the experiment indicated that alternative methods of college supervision are feasible in terms of student teacher improvement in specific teaching skills and teaching confidence. However, there was no significant difference in satisfaction with the three supervisory methods as expressed by the three college supervisors. (Authors)

ED 057 202 VT 014 178

Thal-Larsen, Margaret And Others

Placement and Counseling in a Changing Labor Market: Public and Private Employment Agencies and Schools. Final Report.

California Univ., Berkeley. Inst. of Industrial Relations.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Aug 70

Note—758p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 197 271, MF \$9.5; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—*Counseling Effectiveness, *Employment Services, Government Role, Inter-professional Relationship, Job Placement, Junior Colleges, *Labor Market, Manpower Development, *Manpower Needs, Manpower Utilization, Occupational Guidance, Personnel Selection, Secondary Schools

Identifiers—Educational Agencies, Employment Agencies, *Labor Market Information, San Francisco Bay Area

The objectives of the study were: (1) to determine the impact of manpower legislation, policies, and practices on the relative roles and effectiveness of public and private employment agencies and on the conduct of school occupational guidance activities in the period 1960-1968, and

(2) to determine the relationships that exist between employment agencies and educational institutions, particularly in the development, transmission, and use of information on occupational changes in the planning of vocational education and training programs. Data were collected by questionnaire from the public employment service, private placement services, and counselors in secondary schools and junior colleges in the San Francisco Bay area. Because of the narrow geographic area and in-depth interviewing, this study documents various aspects of recent manpower developments. Neither the employment service nor the schools of the area possess adequate labor market information, which participants agree is an essential resource for effective performance of assigned duties. It was recommended that a system to provide such information be created in the Bay area. (Author/GE)

ED 057 203 VT 014 201

Neasham, Ernest Roy

Faculty Acceptance of Organizational Values in the Junior College as Indicated by Disposition toward Vocational Education.

Pub Date 13 Jun 68

Note—276p.; Ed.D. Dissertation, California University at Berkeley

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-3547, MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Junior Colleges, *Organizational Climate, Professional Personnel, Questionnaires, *Role Perception, Teacher Administrator Relationship, *Teacher Attitudes, Values, *Vocational Education

With the general purpose of determining the junior college teacher's degree of acceptance of the public comprehensive junior college, three specific objectives of this study were: (1) to determine faculty acceptance of that part of the terminal function that can be designated as vocational education, (2) to determine if acceptance of vocational education as a part of the curriculum is related to the acceptance of their ideological principles, and (3) to study the problem of identifying teachers who support the organizational ideology. The population for the study included all of the full-time professional staff members with teaching assignments in three California public comprehensive colleges, and data were obtained by means of a self-administering questionnaire. Specific conclusions were that: (1) most teachers acknowledge the legitimacy of the vocational education function, (2) those more favorable to vocational education are also more favorable to the organization ideology, (3) more teachers acknowledge the legitimacy of vocational programs with low theoretical stress than those of high stress, (4) teachers tend to be oriented toward establishment views, and (5) teachers with 3 years or less service are more favorable toward bureaucratic values. (GEB)

ED 057 204 VT 014 202

Pratt, Arden L.

An Appraisal of the Impact of Federal Funds Granted under Section 4(a) of the Vocational Education Act of 1963 on the Occupational Programs Offered by the Public Two-Year Colleges in New York State.

Pub Date Feb 68

Note—445p.; Ed.D. Dissertation, New York State University at Buffalo

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-3883, MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Community Colleges, Doctoral Theses, Enrollment, *Federal Legislation, Junior Colleges, *Program Development, Program Evaluation, *Student Needs, Technical Education, Vocational Counseling, *Vocational Education

Identifiers—*New York State, Vocational Education Act of 1963

To ascertain the effects of the 1963 Vocational Education Act on program development in public 2-year colleges in New York State, data were collected from the 10 colleges which had received the most funds under the Act through January 1967. The approved proposals from these colleges were analyzed and divided into categories by occupational education purpose. While on campus to conduct interviews, the investigator

observed the implementation of the grants selected for interview. It was found that existing curriculums of occupational education in the public 2-year colleges had been maintained and improved through projects funded under the Act. However, these curriculums were not extended, rather a few of them were narrowed by being pushed to a higher level. Other findings revealed: (1) Many new programs were begun with partial support under the Act, and these new programs were well attended, (2) Research and development in relation to teaching materials and methods received virtually no support during the first 2 years of the Act, and (3) The entire area of occupational guidance and counseling was virtually ignored. The interview instrument developed for this study is included. (Author/JS)

ED 057 205 VT 014 203

Watson, JoAnna M.

Municipal Licensing of Business and Occupations: A Survey of Practices in Illinois and Other States.

Illinois Univ., Urbana. Inst. of Government and Public Affairs.

Pub Date 6 Aug 70

Note—57p.

Available from—Institute of Government and Public Affairs, University of Illinois, 1201 West Nevada, Urbana, Illinois 61801 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Business, *Certification, *Municipalities, *Public Policy, *State Laws

Identifiers—Illinois, *Licensing Practices

Licensing as a means of business regulation increases information by establishing minimum standards for entrants, provides an easy remedy in cases of fraud, and assures competence when social costs are greater than private costs. At present, all states license certain occupations and professions. A comparison of municipal licensing practices in different states indicates that these practices are not related to historic or socioeconomic characteristics of the states. Licensing practices in Illinois would be improved by clearer wording of state statutes and consistent court decisions. (BH)

ED 057 206 08 VT 014 220

Doty, Charles R. Cottrell, Calvin J.

Assessment of Micro-Teaching and Video Recording in Vocational and Technical Teacher Education: Phase VII—Feedback Techniques in Inservice Methods Courses. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Report No.—R&D-Ser-62

Bureau No.—BR-7-0158

Pub Date Nov 71

Grant—OEG-3-7-000158-2037

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Educational Experiments, *Feedback, *Inservice Teacher Education, *Methods Courses, Microteaching, Teacher Education, Teacher Evaluation, *Teaching Techniques, Technical Education, Video Tape Recordings, *Vocational Education

As part of a series of studies assessing micro-teaching and video recording in vocational and technical education, this study was designed as a field test of those techniques in inservice vocational teacher education. The two techniques were tested at three sites in New York State and involved the collection of data in terms of teacher performance, teacher satisfaction, and teacher education and direction assessment. A two-member panel of judges for each site rated the teachers' videotaped pretest and posttest teaching sessions using a critique form on teaching a complete lesson. The teacher satisfaction data were collected on a satisfaction scale completed by the teachers after the posttest taping session. The teacher educators completed questionnaires and the directors provided their reactions by letter. Based on analysis of these data, no statistical differences were found in teaching performance and teacher satisfaction between each of the three sets of two treatment groups. However, all five teacher educators endorsed the microteaching format for adoption in the methods courses, indicating that video recording was not necessarily an essential com-

ponent. It was also recommended that microteaching sessions include high school-level persons as students. (Author/JS)

ED 057 207 VT 014 225

Hunt, Isaac C., Jr. Cohen, Bernard

Minority Recruiting in The New York City Police Department: Part I. The Attraction of Candidates, Part II. The Retention of Candidates.

New York City Rand Inst., N.Y.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.; New York City Police Dept., N.Y.

Report No.—R-702-NYC

Pub Date May 71

Note—107p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Employment Opportunities, Employment Qualifications, *Job Applicants, *Minority Groups, *Municipalities, *Police, *Recruitment

Identifiers—*New York City

In an effort to increase the proportion of minority group members on the New York City police force, this study was commissioned: (1) to learn the reasons for present difficulties in minority recruitment, (2) to analyze the effectiveness of current recruiting strategies and programs, and (3) to develop new approaches aimed at improving minority representation in the police department. Street interviews conducted throughout the city showed that radio and newspaper advertisements were much more successful than the expensive mobile recruiting teams in informing minorities about career opportunities. Despite the comparatively high pay scale of the police department, the minority youth indicated that service aspects of police work were more important than economic returns. Retention of applicants is a serious problem, with less than a third of all candidates who passed the competitive exam finally appointed as probationary patrolmen. The retention rate could be greatly improved by more personal encouragement of candidates and a reduction in the 17-month delay between exam and appointment. (BH)

ED 057 208 VT 014 229

Browning, Philip L., Ed.

Evaluation of Short-Term Training in Rehabilitation. Oregon Studies in the Rehabilitation of the Retarded.

Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—Monog-3

Pub Date Aug 70

Note—107p.

Available from—Rehabilitation Research and Training Center in Mental Retardation, University of Oregon, 3rd Floor, Clinical Services Bldg., Eugene, Oregon 97403 (No charge)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Annotated Bibliographies, Mentally Handicapped, Models, *Program Effectiveness, *Program Evaluation, *Rehabilitation Programs, *Short Courses

Identifiers—Short Term Training

Improving the effectiveness of short-term training for personnel serving the handicapped requires adequate evaluation of rehabilitation programs. This monograph presents a sample of evaluative theoretical positions, methodological approaches, and innovative strategies applicable to the evaluation function. Papers included are: (1) "Evaluation Theory Development" by Marvin C. Alkin, (2) "The Evaluation of Occupational Education Programs" by Jerome Moss, Jr., (3) "Evaluation of Training" by Donald L. Kirkpatrick, (4) "On-Going Program Evaluation" by Bryan Smith, (5) "Behavioral Criteria for Short-Term Training" by Leo A. Hamerlynck, and (6) "Professional Opinions Regarding Curriculum Content in Short-Term Training Programs in Mental Retardation: An Evaluation Survey" by Patrick J. Flanagan. An annotated bibliography provides 95 references on the evaluation of training. (BH)

ED 057 209 VT 014 230

Hyde, Eldon Keith

School Guidance Counselors' Perceptions of Post-secondary Vocational and Technical Education and Factors that Contribute to These Perceptions.

Pub Date 68

Note—90p.; Ed.D. Dissertation, Colorado State College

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-2848, MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Counselor Attitudes, *Counselor Characteristics, *Post Secondary Education, *Secondary School Counselors, Teacher Attitudes, Technical Education, *Vocational Counseling, *Vocational Education, Vocational Education Teachers

To determine the degree of school counselors' favorableness toward postsecondary vocational-technical education and to identify factors from counselors' backgrounds that are related to their perceptions of vocational-technical education, questionnaires were mailed to all Colorado secondary school counselors who devoted at least half their time to counseling and all full-time postsecondary teachers in vocational-technical education programs. Results from 83 percent of the counselors and 72 percent of the teachers revealed that the teachers' perceptions of postsecondary occupational education were significantly more favorable, and they were more sensitive to criticism than the counselors, while the counselors were more favorable than teachers to the need for greater enrollment in occupational education. There were significant relationships between counselors' perceptions of postsecondary occupational education and their knowledge of occupational education and their study of vocational counseling and occupational information. The data indicated tendencies toward relationships between favorableness to postsecondary occupational education and (1) the length of time the counselor had worked in commerce or industry, (2) length of time as a counselor, (3) sex, and (4) number of hours of preparation in job placement. (Author/SB)

ED 057 210

VT 014 231

Rice, Dick Conrad

Role Perception in the Supervision of State Vocational Education in Ohio in Relation to Change.

Pub Date 66

Note—174.; Ph.D. Dissertation, Ohio State University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 67-6361, MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Administrative Change, Change Agents, Doctoral Theses, Educational Change, Human Relations, Instructional Improvement, Program Administration, Program Development, Program Improvement, *Role Perception, State Programs, *State Supervisors, *Supervision, *Vocational Education

Identifiers—*Ohio

The central purpose of this study was to identify the role of state field supervision of vocational education in Ohio in relation to change as perceived by supervisors and their reference groups. The primary task was accomplished in part by testing the following hypotheses: (1) The supervisors' reference groups differ in their perception of the ideal role of the Ohio state field supervisor of vocational education in relation to change, (2) The supervisors' reference groups differ in their perception of the actual role of the state field supervisor of vocational education in relation to change, (3) The supervisors' reference groups perceive a difference between the actual role and the ideal role of state field supervision as to orientation toward either continuity or change, and (4) The supervisors and their reference groups differ in their perception of the ideal role and the actual role of state field supervision with reference to the four supervisory functions: administration, evaluation, improvement of instruction, and human relations. Questionnaires using indicators of supervisory behavior which had been validated by a jury of professors were completed by supervisors, vocational teachers and principals. Only hypothesis three was supported by the evidence. The implications of these findings are discussed and the instrument is appended. (Author/JS)

ED 057 211

VT 014 234

Turnham, David Jaeger, Ingelies

The Employment Problem in Less Developed Countries. A Review of Evidence.

Organisation for Economic Cooperation and Development, Paris (France). Development Centre.

Report No—Employ-Ser-1

Pub Date 71

Note—151p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006 (\$5.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Developing Nations, *Employment Problems, Employment Trends, Income, Industrialization, *Labor Force, Nutrition, *Productivity, Public Policy, *Unemployment

This report describes the nature and ramifications of the employment problem in developing nations and presents the available empirical evidence. In addition to discussions of unemployment and the structure of employment, the report includes an analysis of the interrelationships between income distribution, nutrition, and productivity of the labor force. Employment trends in both industrial and agricultural sectors are projected, and the problem of collecting accurate data in developing countries is discussed. (BH)

ED 057 212

VT 014 249

Youth Resources Manual for Coordinators.

President's Council on Youth Opportunity, Washington, D.C.

Pub Date Mar 71

Note—236p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (PR 36.8:Y8/Y8/971, \$1.75)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Community Resources, *Coordinators, Directories, *Disadvantaged Youth, Drug Abuse, *Employment Programs, Financial Support, *Manuals, Program Coordination, Program Development, Resource Materials, Vocational Education, Youth Clubs, Youth Employment, Youth Problems, *Youth Programs

Prepared as a coordinators' manual for program development, this document discusses the employment and occupational education of disadvantaged youth. Also discussed are related topics such as recreation and arts, availability of transportation to and from work, and drug use and abuse. Still other sections of the manual are devoted to the role of the youth coordinator in terms of: (1) fuller use of educational resources, (2) public contact and communications, (3) financial support from foundations, and (4) conference planning. The appendix provides additional resource materials useful to the program coordinator. These include names and addresses of: (1) State and Local Youth Coordinators, (2) Federal Youth Program Contacts, (3) National Alliance of Businessmen's (NAB) Youth Directors, (4) Department of Housing and Urban Development Regional Youth Coordinators, (5) 4-H Youth Development Leaders, (6) State Chamber of Commerce Executives, (7) State Elementary and Secondary Education Act-Title I Coordinators, and (8) Bureau of Outdoor Recreation State Liaison Officers. (JS)

ED 057 213

VT 014 251

Hofstrand, Richard K. Phipps, Lloyd J.

Advisory Councils for Education: A Handbook.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Pub Date 71

Note—49p.

Available from—Rurban Educational Development Laboratory, Dept. of Vocational and Technical Education, 338 Education Building, University of Illinois, Urbana, Ill. 61801 (\$5.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Advisory Committees, Community Action, *Community Involvement, *Organization, Program Administration, Program Development, School Community Cooperation, *Vocational Education

The use of local lay advisory councils has been an effective method of involving citizens in the school program and an effective bridge between the community and the school. Topics in this publication cover: (1) Benefits of a Citizens Advisory Council, which discusses the benefits for learners, school board members, teachers, administrators, council members, parents, the school, and the community, (2) Basic Questions in Organizing a Citizens Advisory Committee, which discusses the naming, sponsoring, legality, and selecting of council members, (3) Basic Questions in Developing a Citizens Advisory Council, which discusses the internal workings of the council, including officers, bylaws, responsibilities, and policies, and becoming informed and involved in education, and (4) Basic Questions Concerning Functions of a Citizens Advisory Council, which describes the functions of the council, how these functions are accomplished, and delineates some functions found that are detrimental to council success. Sample charter, operational guidelines, bylaws, member selection forms, and self-evaluation form are appended, and a bibliography is included. (SB)

bilities, and policies, and becoming informed and involved in education, and (4) Basic Questions Concerning Functions of a Citizens Advisory Council, which describes the functions of the council, how these functions are accomplished, and delineates some functions found that are detrimental to council success. Sample charter, operational guidelines, bylaws, member selection forms, and self-evaluation form are appended, and a bibliography is included. (SB)

ED 057 214

VT 014 252

TIPP (Training Incentive Payments Program): A Report on First Year's Operations.

Institute of Public Administration, New York, N.Y.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date 1 Jun 71

Note—111p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educationally Disadvantaged, *Federal Programs, *Improvement Programs, *Implant Programs, *Manpower Development, Manpower Utilization, *Underemployed, Unskilled Occupations

Identifiers—TIPP, *Training Incentive Payments Program

The Training Incentive Payments Program (TIPP) is an experimental and demonstration project designed to explore the feasibility of using financial incentives to stimulate more effective upgrading of the skills and earnings of low income workers in the private sector. Self administration is stressed, with incentive payments to employers based on results. In this first phase, meetings with business groups and employees, as well as first-hand experience with 15 firms employing 163 workers, provided an extensive marketing test of the payments system. TIPP proved successful in enrolling the underemployed, although it has been more effective in raising their earnings than it has in raising their skills. (BH)

ED 057 215

VT 014 254

Planning for Safety on the Jobsite. Safety in Industry, Construction Industry Series.

Occupational Safety and Health Administration, Washington, D.C.

Report No—Bull-273

Pub Date 71

Note—39p.; 1971 Revision

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L35.3:273, \$2.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Construction Industry, Facilities, Guidelines, *Human Engineering, *Industrial Education, Personnel Selection, *Program Administration, Program Planning, *Safety, Safety Education, Safety Equipment, Work Environment

Work injuries and their monetary losses in the construction industry can be effectively prevented only through an aggressive and well-planned safety effort. The purpose of this bulletin is to provide guidelines to aid the construction contractor in complying with legal requirements and in attaining the objective of keeping costly accidents and employee injuries at a minimum. Contents include: (1) the administration and supervision of a safety program, (2) laws, codes, and standards, (3) subcontracting problems, (4) locating men, materials and equipment, (5) mechanical equipment and guarding, (6) job housekeeping and sanitation, (7) protective maintenance, (8) electrical safety, and (9) protection of the public. This is a revised edition of ED 014 574. (GEB)

ED 057 216

VT 014 259

Abstracts of Research and Related Materials in Vocational and Technical Education (ARMT).

Fall 1971.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—214p.

Available from—Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (Quarterly, One year-\$11.00, Two years-\$18.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Abstracts, Clearinghouses, *Educational Research, *Indexes (Locators), Information Dissemination, *Technical Education, *Vocational Education

This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized in ascending VT-number order, and cover such subject areas as: administration and supervision, employment and occupations, individuals with special needs, research design, development and utilization and related research topics. Indexes provide the approach to the abstracts by (1) subject, (2) personal and institutional authors, and (3) document accession number with a table showing ED numbers for documents available through the ERIC Document Reproduction Service. Documents which do not have an individual ED number are available in a separate microfiche set from the ERIC Document Reproduction Service (VT 014 473). (CD)

ED 057 217 VT 014 260

Panitz, Adolf Olivo, C. Thomas

National Occupational Competency Testing Project. A Consortium for Occupational Competency Testing of Trade and Industrial/Technical Teachers. Phase I: Planning—Organizing—Pilot Testing. Volume 3, Handbook for Developing and Administering Occupational Competency Tests.

Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date 1 Feb 71

Note—171p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrator Responsibility, Bibliographies, Educational History, Educational Philosophy, *Performance Tests, *Resource Materials, *Teacher Evaluation, *Test Construction, Test Results, Trade and Industrial Education, *Trade and Industrial Teachers

Much effort has been directed toward the evaluation of human characteristics and abilities. This handbook is an outgrowth of an extensive study of occupational competency testing and is intended to assist in the development, administration and evaluation of written and performance tests wherever occupational competency evaluation may be fundamental to employment, upgrading or promotion. This report: (1) provides the historical background and philosophical concepts of occupational competency testing, (2) outlines test development procedures, (3) discusses test administration, (4) considers the evaluation of occupational competency tests and test results, and (5) presents findings concerning national occupational competency testing. This is an outgrowth of the report on "The state of the art" and the experiences gained in pilot testing of two tests. List of resources, references and a bibliography complement this report. Related documents are available as ED 051 378, and VT 014 261 in this issue. (GEB)

ED 057 218 VT 014 261

Panitz, Adolf Olivo, C. Thomas

National Occupational Competency Testing Project. A Consortium for Occupational Competency Testing of Trade and Industrial/Technical Teachers. Phase II: Directions for: Area Test Center Coordination, Test Development, and Test Administration.

Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Pub Date 1 Apr 71

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Responsibility, Illustrations, *National Competency Tests, *Performance Tests, Program Coordination, *Teacher Evaluation, Teaching Quality, Test Construction, Trade and Industrial Education, *Trade and Industrial Teachers, Worksheets

Occupational competency evaluation through written and performance tests assures that prospective vocational teachers possess the level of competence essential for effective teaching. The overall purpose of this project is to develop occupational competency examinations for nationwide use in evaluating trade and industrial education teachers. This second phase of a two-phase project involves: (1) directions for area test center coordination, (2) actual test development by procedures field tested in phase one, and (3) administration of written and performance tests. Each section includes the function of the individuals involved, sequence of the procedures, specific examples that show results of the various steps, and sample work sheets. Several illustrations and worksheets are provided throughout the publication. Related documents are available as ED 051 378, and VT 014 260 in this issue. (GEB)

ED 057 219 VT 014 278

Hussey, Frederick A. And Others

An Experiment in Change (Girls Residential Youth Center, Portland, Maine—Phase II. Final Report and Evaluation)

Maine Univ., Portland.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—DLMA-43-9-009-21-1

Pub Date Mar 70

Note—237p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 199 426, MF \$9.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—*Delinquent Rehabilitation, *Disadvantaged Youth, Employment Problems, Experimental Programs, *Females, Occupational Guidance, Program Evaluation, Residential Centers, Vocational Rehabilitation, *Youth Programs

The project was a residential youth center designed to address the needs of hard-core, high risk, girls between the ages of 14 and 18, with a history of poverty, unemployment, and school failure. The report describes the history and goals of the project, the nature of the population under study, the use of volunteers and nonprofessionals in manpower programing, and the problems and strengths of research in an action setting. Also included is a discussion of recommendations that are designed to assist in establishing similar programs. (Author)

ED 057 220 VT 014 283

Feifer, Irwin And Others

Industrial Guidelines for Undertaking a Hard-Core Employment Program: An Analytic Case Study of the Experience of an Urban Industrial Organization.

Mobilization for Youth, Inc., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—DLMA-82-34-69-213

Pub Date Mar 71

Note—149p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PH 199 481, MF \$9.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Case Studies, Disadvantaged Groups, Employment Problems, *Employment Programs, *Guidelines, Interviews, *Job Training, *Manpower Development, Occupational Guidance, Personnel Management, Recruitment, Supervisors, *Unemployment, Vocational Counseling

Identifiers—*Hard Core Employment Programs

Based on an analytically evaluative case study of a New York City furniture department store's experiences with a Manpower Administration contract, this report deals with the development and progress of the program as analyzed by one investigator through interviews with almost all of the participants in the program. As a result of the study, several recommendations were made to serve as guidelines for industry personnel managers planning to undertake training-employment programs for the hard-core disadvantaged, including: (1) Consider a hard-core training program only when there is a clear understanding of the types and number of jobs available for trainees, (2) Consider alternatives to extensive programs when there is a need for workers in low paying, unskilled jobs, (3) Consider as many sources as feasible when recruiting, (4) Include

regular staff members in the selection process, (5) Carefully analyze each job, and (6) Make a concerted effort to interpret the need for special training, education and counseling for hard-core trainees with supervisors and co-workers. (GEB)

ED 057 221 VT 014 290

MDTA Experimental and Demonstration Findings No. 3: Manpower Development and Training in Correctional Programs. Final Report.

Manpower Administration (DOL), Washington, D.C.

Report No.—DLMA-82-01-67-36-1

Pub Date Jul 69

Note—187p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 199 401, MF \$9.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—*Conference Reports, *Correctional Rehabilitation, *Criminology, *Educational Needs, Job Development, Job Placement, Job Training, *Manpower Development, Occupational Guidance, Program Evaluation, Vocational Counseling, Vocational Rehabilitation

Identifiers—Manpower Development and Training Act, MDTA

The capabilities of Title I of the Manpower Development and Training Act have been used for several years to fund experimental and demonstration projects for the prerelease training of prisoners. Four conferences on Manpower Development and Training in correctional institutions were sponsored to bring together the basic groups of people charged with responsibility in prisoner rehabilitation, and to disseminate the significant results of experimental, demonstration, and research projects. This document contains a full report of the first conference plus significant sections of the later three. Sample topics of major addresses include: (1) "The Federal Role in Correctional Programs," (2) "Education and Training Versus Maintenance and Other Prison Work Programs," (3) "Job Development and Placement of the Ex-Offender," and (4) "The Challenge of Crime in a Free Society." Panel presentations included: (1) "The Role of Federal Agencies—Sources of Funding," (2) "Characteristics of the Inmate Presentations," and (3) "Evaluation of Programs." Workshop discussions were centered on: (1) "Counseling Problems," (2) "Education and Training Problems," and (3) "Job Development and Placement." (GEB)

ED 057 222 VT 014 292

Poltick, Alan Leonard

The Effect of Occupational Information Classes upon the Vocational Interest Patterns of Below Average, Adolescent Males.

Pub Date 66

Note—283p.; Ph.D. Dissertation, Catholic University of America

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 67-1840, MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Ability Identification, Analysis of Variance, *Curriculum Development, Doctoral Theses, Experimental Groups, High School Students, Males, *Occupational Information, Questionnaires, *Slow Learners, Standardized Tests, Statistical Analysis, *Teaching Methods, *Vocational Interests

The purposes of this study were to investigate the effects of occupational information classes on the vocational interest patterns of slow learning senior high school boys, and to develop and utilize an occupational information curriculum appropriate to the intellectual level of the students involved. From a random sample of 80 slow learning 11th and 12th grade boys, two groups of 40 were composed for experimental and control purposes. Two standardized tests and a specially devised questionnaire were employed as measurement instruments, and the analysis of variance technique was used to evaluate the collected data. Results revealed that there was a positive significant difference for the experimental group, and that when occupational information was offered to this group of slow learners in a systematic manner and geared to their ability levels, the vocational interest patterns were affected. This effect seemed to remain 3 weeks after the instruction. (GEB)

ED 057 223

VT 014 297

Grosse, Robert N. And Others

Evaluations of the War on Poverty: Status and Prospects at the Office of Economic Opportunity.

Resource Management Corp., Bethesda, Md.
Spons Agency—General Accounting Office,
Washington, D.C.

Report No—RMC-UR-060

Pub Date 11 Mar 69

Note—263p.

Available from—National Technical Information
Service, Springfield, Virginia 22151 (PB 183
302, MF \$9.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Adult Vocational Education, Em-
ployment Programs, *Evaluation Methods,
*Evaluation Needs, *Evaluation Techniques,
*Federal Programs, On the Job Training,
*Poverty Programs, Program Evaluation

Identifiers—OEO, *Office of Economic Opportu-
nity

This report examines the quality and rigor of evaluation practices at the Office of Economic Opportunity (OEO), and the extent to which evaluation results have influenced program design and operation. Because of the innovative nature of the programs, and a resulting lack of reliable data, past attempts at comprehensive evaluation have been somewhat unsuccessful. A current series of evaluations is attempting to overcome earlier shortcomings. Summaries of case studies of evaluations practices in eight programs are presented: (1) Head Start, (2) Vista, (3) Neighborhood Health Centers, (4) Adult Basic Education, (5) Upward Bound, (6) Neighborhood Youth Corps (Out of School), (7) Job Corps, and (8) Legal Services. Future institutional and organizational changes in OEO are projected. The study concludes that the payoff from comprehensive evaluation of program-wide impact is great enough to justify the high cost and difficulties involved. This report is part of a series available as ED 041 979 and VT 014 297-014 300. (BH)

ED 057 224

VT 014 298

Hedrick, James L.

Evaluations of the War on Poverty: Economics of Poverty.

Resource Management Corp., Bethesda, Md.
Spons Agency—General Accounting Office,
Washington, D.C.

Report No—RMC-UR-062

Pub Date Apr 69

Note—185p.

Available from—National Technical Information
Service, Springfield, Virginia 22151 (PB 183
769, MF \$9.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—*Economic Disadvantage, Em-
ployment Programs, *Evaluation Methods,
*Federal Programs, Guaranteed Income,
*Poverty Programs, Program Evaluation,
*Public Policy, Social Problems, Welfare Ser-
vices

This report provides an overview of the poverty problem and possible solutions. The available statistics and their limitations are summarized. The complementary roles of income-maintenance and employment policies are discussed. Because employment policies are limited to those who can be made employable, the report concludes that liberal changes in income-maintenance policies, such as increases in public assistance, or some type of negative income tax, will be required to decrease poverty significantly. A discussion of benefit-cost analysis and other methods of poverty program analysis is included. An extensive bibliography is appended. This report is part of a series available as ED 041 979 and VT 014 297-014 300. (BH)

ED 057 225

VT 014 299

Walton, William W.

**Evaluations of the War on Poverty: Health Pro-
grams.**

Resource Management Corp., Bethesda, Md.
Spons Agency—General Accounting Office,
Washington, D.C.

Report No—RMC-UR-047

Pub Date Mar 69

Note—132p.

Available from—National Technical Information
Service, Springfield, Virginia 22151 (PB 183
303, MF \$9.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—*Federal Programs, *Formative
Evaluation, *Health Programs, *Health Ser-
vices, Poverty Programs, Program Develop-
ment, *Program Evaluation, Program Improve-
ment

Identifiers—Department of Health Education and
Welfare, DHEW, OEO, Office of Economic
Opportunity

In this study of the current state of evaluation of health programs, which emphasizes the relationship between health status and poverty, four health programs are examined: Family Planning, Neighborhood Health Centers, Migrant Health Programs, and Comprehensive Health Services for Children and Youth. The study shows that the current health information system is not providing sufficient data for definitive analysis. Further, available evaluation techniques are not adequate to separate the complex interrelationships that influence both health status and poverty. Despite inadequate data, some limited conclusions regarding the health programs are possible. The importance of evaluation as an integral part of the program is stressed, both to guide in program development and to serve as a management tool to maintain continuing efficiency. This document is part of a series available as ED 041 979 and VT 014 297-014 300. (BH)

ED 057 226

VT 014 300

Woltman, Harry R. Walton, William W.

**Evaluations of the War on Poverty: The Feasibility of Benefit-Cost Analysis for Manpower Pro-
grams.**

Resource Management Corp., Bethesda, Md.
Spons Agency—General Accounting Office,
Washington, D.C.

Report No—RMC-UR-054

Pub Date Mar 69

Note—167p.

Available from—National Technical Information
Service, Springfield, Virginia 22151 (PB 183
305, MF \$9.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—*Adult Vocational Education, *Cost
Effectiveness, *Disadvantaged Youth, Feasibili-
ty Studies, *Federal Programs, *On the Job
Training, Out of School Youth, Poverty Pro-
grams

Identifiers—Job Corps, Neighborhood Youth
Corps, NYC

To investigate the feasibility of applying benefit-cost analysis to poverty programs, participants in Job Corps and Neighborhood Youth Corps Out of School programs were surveyed. Program participants were compared with control groups of accepted applicants who did not show up for enrollment. Program effects were measured in terms of economic and social improvement, and benefits were extrapolated into a lifetime benefit stream. Although high benefit-cost ratios were found for NYC and extremely low ratios were found for the Job Corps, neither can be shown to be statistically valid. Improvements in employment were not demonstrated for either program, although there may have been a slight improvement in wages for those who were working. Projecting these uncertain effects into lifetime benefits increases the uncertainty. A standard evaluation format and procedure for manpower programs is recommended. This document is part of a series available as ED 041 979 and VT 014 297-014 300. (BH)

ED 057 227

VT 014 302

Ashenfelter, Orley

**Minority Employment Patterns, 1966 (Analysis of
Employer Information Report -EEO-1).**

Upjohn (W.E.) Inst. for Employment Research,
Washington, D.C.

Spons Agency—Equal Employment Opportunity
Commission, Washington, D.C.; Manpower Ad-
ministration (DOL), Washington, D.C. Office
of Policy, Evaluation, and Research.

Pub Date Apr 68

Note—132p.

Available from—National Technical Information
Service, Springfield, Virginia 22151 (PB 180
385, MF \$9.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—*Employment Patterns, Em-
ployment Statistics, Geographic Distribution, *In-
formation Systems, *Manpower Development,
*Manpower Utilization, *Minority Groups, Ra-
cial Distribution, Tables (Data)

Prepared for the Equal Employment Opportu-
nity (EEO) Commission, this report provides em-

ployment data compiled and analyzed using the EEO-1 reporting system. Major sections of the report are: (1) The Occupational Distribution of Minority Employment, (2) The Occupational Distribution of Minority Groups by Industry, and (3) The Occupational Distribution of Minority Employment in Four Large Metropolitan Areas. A fourth section of the report compares current minority employment patterns with 1960 census data. Numerous tables and charts are included in the document and treat such topics as: (1) the percentage distribution of Anglo and minority group employment, (2) indexes of occupational positions for males, and (3) regional minority group occupational patterns. A significant finding of the report is that both Negroes and Spanish-Americans represent sizable segments of the total employment picture. The most important conclusion of the report is that the EEO-1 reporting system provides reasonably accurate, useful employment data. (JS)

ED 057 228

VT 014 322

**Education and Training for the Metal Worker of
1980. Final Report.**

Organisation for Economic Cooperation and
Development, Paris (France).

Pub Date Oct 68

Note—281p.; Presentation at Regional Trade
Union Seminar (Paris, France, October 8-11,
1968)

Available from—OECD Publications Center,
Suite 1207, 1750 Pennsylvania Ave., N.W.,
Washington, D.C. 20006 (\$5.25)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Educational Needs, *Educational
Planning, *Employment Projections, Foreign
Countries, Machine Tools, Metal Industry,
*Metal Working Occupations, Seminars, Task
Analysis, *Trade and Industrial Education, Vo-
cational Education, Vocational Retraining

Identifiers—Automobile Industry

This regional trade union seminar was attended by representatives from Belgium, Germany, the Netherlands, Sweden, Switzerland and the United Kingdom. The purpose was to consider the job profiles and tasks in the machine tools and automobile industry in 1980, and to consider the vocational and general education needs of young people to help them meet the demands of the job and society at that time. Preliminary reports prepared for the seminar included: (1) "Technical and Managerial Innovations Present and Prospective for the Machine Tool Industry, for the Automobile Industry and for Both Industries," (2) "Changing Work Duties in the Machine Tool and Automobile Industries," (3) "Prospective Job Profiles in the Machine Tool and Automobile Industries," (4) "General Educational Needs for the Future," (5) "Vocational Education and Training for the Future," and (6) "Vocational Retraining in the Future." (GEB)

ED 057 229

08

VT 014 327

Bennett, Lawton E.

**Change in Occupational Education Programs: A
Study of Local Administrative and Community
Factors Affecting Program Change in Public
Secondary Schools.**

North Carolina State Univ., Raleigh. Center for
Occupational Education.

Spons Agency—National Center for Educational
Research and Development (DHEW/OE),
Washington, D.C. Division of Comprehensive
and Vocational Education.

Report No—Cen-R&D-R-13

Bureau No—BR-7-0348

Pub Date 70

Grant—OEG-2-7-070348-2698

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Assistant Superintendent Role,
Change Agents, *Educational Change, Educa-
tional Innovation, Educational Resources,
*Models, Program Costs, *Program Develop-
ment, School Administration, School Superin-
tendents, *Superintendent Role, *Vocational
Education

With an emphasis on the role of local school administrators, this study focused on a change model for occupational education programs involving: (1) motivation, (2) structure and authority, (3) goal development, (4) resources, (5) mobilization, and (6) outcomes. The study, based on interviews with 23 public school superintendents, revealed that there is ample motivation to change and expand occupational

education programs. Also, it was found that local support for occupational education programs is widespread, thus contributing to the climate necessary for change. However, obstacles to change were noted, such as the ability to obtain and effectively utilize sufficient resources for program implementation. Cost, in particular, was identified as the primary obstacle to change. In discussing strategies for overcoming obstacles, the study recognizes two major limitations regarding program innovation—the limited power of a superintendent and the boundaries of the superintendent's ambitions for the system. (JS)

ED 057 230 VT 014 331

ESOPUS PREP. A Residential School for Seriously Disadvantaged Youth. Final Report.

New York City Human Resources Administration, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—DLMA-82-34-67-29-1

Pub Date May 69

Note—234p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 199 435, MF \$0.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—*Culturally Disadvantaged, Delinquency, Dropout Programs, *Dropout Rehabilitation, Motivation, Pilot Projects, Prevocational Education, Program Effectiveness, Program Evaluation, *Remedial Instruction, *Residential Schools, *Vocational Counseling

Identifiers—*New York City

A 2-year project was designed to: (1) assess the feasibility and relative effectiveness of three camp-setting-residential, prevocational youth manpower development programs of varying durations, (2) develop the trainability potential of hard-core school dropout youngsters, and (3) investigate the feasibility of developing new non-traditional curriculum materials. This "Prep School for the Poor" focused on reaching the most seriously deprived youth with a program of remedial education, prevocational orientation, counseling and residential living. One of the basic goals of the program was to remedy educational deficiencies to the point where the trainee had the choice of continuing his education or seeking employment in the existing job market. (Author)

ED 057 231 VT 014 332

McCracken, J. David Magisos, Joel H.

Answers to Questions on Vocational Education; Curriculum Planning—Metalworking, Environmental Control, Public Services, Construction, Food Processing and Distribution, Health, and Transportation.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Note—8p.

Available from—Center for Vocational and Technical Education, 1900 Kenny Road, Columbus, Ohio 43210 (no charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Building Trades, Community Agencies (Public), *Curriculum Development, Environmental Education, Food Processing Occupations, Health Occupations, Job Analysis, Job Skills, *Occupations, *School Industry Relationship, Transportation, *Vocational Education

This short booklet contains questions and answers concerning aspects of vocational-technical education, including (1) information needed when curriculum for a new occupation is initiated, (2) importance of cooperating with business and industry in program development, (3) making education responsive to emerging job requirements, and (4) examples of new occupations. The publications from which these answers were drawn review and synthesize research in the field. Information on them and how to order them is included. Related documents are available as VT 014 333 and VT 014 334 in this issue. (SB)

ED 057 232 VT 014 333

Budke, Wesley E. Magisos, Joel H.

Answers to Questions on Vocational Education; Administration, Opinion Leaders, Residential Schools, and State Advisory Councils.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Note—8p.

Available from—Center for Vocational and Technical Education, 1900 Kenny Road, Columbus, Ohio 43210 (no charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Responsibility, *Advisory Committees, Educational Change, *Educational Innovation, *Program Administration, *Residential Schools, *Vocational Education

Identifiers—Opinion Leaders

This short booklet contains questions and answers concerning aspects of vocational-technical education, including the (1) skills and expertise requirements for program administrators, (2) identification of opinion leaders, (3) adoption of an innovation, (4) role of residential schools, and (5) membership and responsibilities of state advisory councils. The publications from which the answers were drawn review and synthesize research in the field. Information about them and how to order them is included. Related documents are available as VT 014 332 and VT 014 334 in this issue. (SB)

ED 057 233 VT 014 334

Budke, Wesley E. Magisos, Joel H.

Answers to Questions on Vocational Education; Cooperative Education, Cost-Effectiveness, Curriculum Development; Occupational Exploration, Placement and Follow-Up, and Programs for Rural Areas.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Note—8p.

Available from—Center for Vocational and Technical Education, 1900 Kenny Road, Columbus, Ohio 43210 (no charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Education, *Cooperative Education, *Cost Effectiveness, *Curriculum Development, Economic Factors, Instructor Coordinators, Job Analysis, Rural Areas, Student Needs, Teacher Qualifications, *Vocational Education, *Vocational Followup

Identifiers—*Occupational Exploration

This short booklet contains questions and answers concerning aspects of vocational-technical education, including (1) satisfying student needs through cooperative education, (2) skill and ability requirements of the cooperative teacher-coordinator, (3) economic feasibility of vocational-technical education, (4) improving rural education, (5) characteristics of a career oriented school curriculum, and (6) increasing program effectiveness through vocational followup. The publications from which the answers were drawn review and synthesize research in the field. Information about them and how to order them is included. Related documents are available as VT 014 332 and VT 014 333 in this issue. (SB)

ED 057 234 VT 014 335

Exploring Occupations. Guidelines for Implementation of Programs of Occupational Exploration and Awareness in Delaware Schools under HB 509.

Delaware State Dept. of Public Instruction, Dover.

Pub Date Dec 70

Note—118p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Education, *Guidelines, Institutes (Training Programs), *Occupational Information, *Program Descriptions, *Program Planning, Secondary Grades, Secondary School Counselors, *State Programs, Vocational Education

Identifiers—Delaware, Occupational Awareness, *Occupational Exploration

The intent of H.B. 509 is "to offer an incentive to all the school districts in the state to expand their occupational-vocational offerings so that a higher percentage of high school pupils will be work oriented and trained to become productive citizens." One of the objectives of this institute was to review some of the approaches to work orientation being used or proposed in the Delaware School System, and to: (1) orient counselors to the ramifications of H.B. 509, (2) develop guidelines for implementation of programs of occupational exploration and awareness, (3) provide a forum for counselors to discuss common problems and to exchange ideas for means of providing occupational information, and (4) review such basic tools of occupational guidance as the Dictionary of Occupational Titles and the General Aptitude Test Battery. Programs were presented, reviewed and discussed System, and to: (1) orient counselors to the ramifications

of H.B. 509, (2) Specific recommendations were that: (1) Faculty members must be thoroughly trained to implement any innovation, (2) Each district should designate an individual to assume responsibility for the program, and (3) The program should serve grades K-12. (Author/GEB)

ED 057 235 VT 014 353

Lee, Jasper S.

Occupational Orientation: An Introduction to the World of Work.

Mississippi Research Coordinating Unit for Vocational-Technical Education, State College; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date 71

Note—213p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Career Education, *Career Planning, Course Organization, Instructional Materials, Occupational Information, Resource Materials, *Study Guides, Teaching Techniques, *Vocational Education

Identifiers—*Occupational Exploration, World of Work

Developed by curriculum coordinating unit staff, this study guide was designed for use by students in occupational orientation classes. Intended to serve as a central core around which class activities may be structured, the guide includes 17 units on topics such as: (1) Determining the Importance Of Work, (2) Understanding The Present World Of Work, (3) Preparing For A Career, (4) Exploring Outdoor Occupations, (5) Exploring Science Occupations, (6) Exploring Arts and Entertainment Occupations, (7) Locating and Applying For A Job, (8) Selecting A Career, and (9) Working On The Job. Each unit includes pertinent background information, review questions, and suggested activities. It is hoped this material will help students make intelligent career plans and decisions. This publication is a revision of ED 050 279. (JS)

ED 057 236 VT 014 357

Stunard, E. Arthur, Ed.

"Books" Annotated by American Council for Elementary School Industrial Arts.

American Council for Elementary School Industrial Arts, Washington, D.C.

Pub Date Mar 71

Note—208p.

Available from—American Industrial Arts Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock no. 641-21338, \$2.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Annotated Bibliographies, *Books, Communications, Construction (Process), *Elementary Grades, Graphic Arts, *Industrial Arts, Industry, Manufacturing, Science Activities, Transportation

Prepared by the American Council for Elementary School Industrial Arts, (ACESIA), this annotated bibliography of books is a result of their commitment to publish materials that might be useful to the profession. For use in elementary school industrial arts activities, this list was compiled over a period of years with the help of many colleagues. The council is attempting to define, stimulate, and strive for the ideal form of industrial arts education in the elementary grades. The contents of this publication are divided into 54 areas. Samples are: (1) Automation, (2) Communication, (3) Electricity, (4) Glass, (5) Industry, (6) Magnets, (7) Plastics, (8) Sound, (9) Time and Clocks, (10) Wheels, and (11) Transportation. Each item is recommended for use at primary, intermediate, upper grades, and teacher reference level. Details regarding membership in ACESIA are given. (GEB)

ED 057 237 VT 014 358

Taxis, Linda A., Ed.

Man-Society--Technology.

American Industrial Arts Association, Washington, D.C.

Pub Date Aug 70

Note—583p.; Representative Addresses and Proceedings of the American Industrial Arts Association's Annual Convention (32nd, Louisville, Ky.)

Available from—The American Industrial Arts Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (NEA Stock No. 641-21332, Cloth Bound-\$5.50; NEA Stock No. 641-21330, Paper Bound \$4.50)

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Computer Assisted Instruction, *Conference Reports, Curriculum Development, Disadvantaged Groups, *Educational Problems, *Educational Programs, Federal Legislation, Guidance Functions, *Industrial Arts, *Industrial Technology, Instructional Systems, Research, Teacher Education, Technological Advancement

The 32nd annual American Industrial Arts Association (AIAA) Convention was held in Louisville in 1970. Topics for the AIAA general session addresses were: (1) "Industrial Arts—The Blender Between Social Form and Technical Function," (2) "Technology and Society: Present and Future Challenges," (3) "A Student-Oriented Industrial Arts," (4) "Man: End or Means," and (5) "Extensions of Technology: From Utopia to Reality." There were also 31 general session addresses for the American Council of Elementary and Secondary Industrial Arts, the American Council of Industrial Arts Supervisors, and the American Council of Industrial Arts Teacher Education. Representative addresses from the major and special interest sessions included 146 presentations in the areas of Instructional Systems, Technology, Classroom Teachers, Metals and Materials, Computer Assisted Instruction, Curriculum Development, Electricity/Electronics, the Federal Government, Teacher Education, Students, Correctional Institutions, Evaluation, Woods, Special Education, Business, Guidance, Safety, Drafting, Graphic Arts, Media, Plastics, Research, Communications, For the Disadvantaged, Power, and Space Technology. (GEB)

ED 057 238 VT 014 359

MacDonnell, Elisabeth, Ed. Strossner, Floy, Ed. **Frontiers in Industrial Arts Education.** American Industrial Arts Association, Washington, D.C.

Pub Date 66

Note—291p.; Addresses and Proceedings of the Annual Convention of the American Industrial Arts Association (28th, San Francisco, Calif., 1966)

Available from—Executive Secretary, AIAA, 1201 Sixteenth Street, NW, Washington, D.C. 20036 (Cloth Bound, \$4.50 and Paper Bound, \$3.50)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Conference Reports, Federal Legislation, *Industrial Arts, Industrial Technology, Problem Solving, *Program Evaluation, *Program Improvement, School Industry Relationship, *Symposia, Teacher Recruitment

Presentation topics of the 28th annual American Industrial Arts Association Convention include: (1) "Where We Are in Federal Legislation Programs," (2) "Frontiers in Industrial Arts Education," and (3) "Industry's Cooperation with Education." Eleven symposia were conducted on the topic of "Implementing Frontier Ideas in Industrial Arts Education by Teachers, Supervisors, and Teacher Educators." The eight special interest sessions included presentations on frontiers in the Industrial Arts Areas of Automotive and Power Mechanics, Drafting, Electronics, Graphic Arts, Crafts, Metals, and Woods. Other presentations included: (1) "How We Get the Industrial Approach Into Industrial Arts In Our Region," (2) "Requirements in Other Fields that Implicate Industrial Arts," (3) "The Nature of Doctoral Programs in Industrial Arts—What The Profession Believes," and (4) "The Recruitment of Future Industrial Arts Teachers." Business Portions of the convention are also included. (GEB)

ED 057 239 VT 014 360

New Concepts in Industrial Arts. American Industrial Arts Association, Washington, D.C.

Pub Date Nov 68

Note—342p.; Selected Addresses and Proceedings of the American Industrial Arts Association's Annual Convention (30th, Minneapolis, Minn.)

Available from—The American Industrial Arts Association, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No. 641-21314, Cloth Bound-\$5.50; No. 641-21312, Paper Bound-\$4.50)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Conceptual Schemes, *Conference Reports, Course Content, *Curriculum Development, *Evaluation Techniques, *Industrial Arts, Industrial Technology, *Program

Descriptions, Program Evaluation, Systems Approach, Teaching Methods

The 30th annual American Industrial Arts Association (AIAA) Convention was held in Minneapolis in 1968. Topics for the AIAA general session addresses were: (1) "A Fresh Look at Industrial Arts," (2) "New Curricular Concepts," (3) "Making Education Relevant," (4) "Industrial Arts in an Educational System for the Seventies," (5) "New Concepts in Learning and Instruction," (6) "Where Should We Be Going in Industrial Arts," (7) "New Concepts in Evaluating Student Progress," and (8) "The Interface Between Engineering and Industrial Arts." Also included are six addresses from sessions of the American Council of Industrial Arts Supervisors and the American Council of Industrial Arts Teacher Education. Selected addresses from the special interest sessions included 115 presentations concerning new concepts in industrial arts. Sample topics are: (1) "Educational Resources Information Center (ERIC and Industrial Arts)," (2) "Curriculum Concepts for Elementary School Educators," (3) "Industry—The Science of Industry," (4) "Industry and Technology for Contemporary Man," (5) "A Systems Approach for a Productive Society," (6) "Evaluation in Teacher Education," and (7) "Excellence in Teaching Through Test Analysis." (GEB)

ED 057 240 VT 014 366

Homemaking Handbook for Village Workers in Many Countries.

Agency for International Development (Dept. of State), Washington, D.C.; Federal Extension Service (DOA), Washington, D.C.

Report No—PA-953

Pub Date Mar 71

Note—233p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Developing Nations, *Extension Agents, *Extension Education, Financial Support, Foreign Countries, *Home Economics, Homemaking Skills, Instructional Aids, Manuals, Program Development, Program Planning, *Study Guides, Teaching Methods

Intended for use by personnel in home economics extension, community development, classroom teaching, health education, and other programs involving home and family life, this handbook can serve as a guide for the village level worker or as a teaching aid and text to teachers of village level workers. The first section describes how the village worker begins, need for support at the national, provincial, and village levels, and working with other agencies and organizations. The second section describes what the village worker will teach, which includes: (1) food and nutrition, (2) growing, storing, and preserving food, (3) caring for children, (4) health, (5) housing and home improvement, (6) housekeeping and home management, and (7) clothing. The final section discusses how the village worker will teach and provides steps in planning and developing a program, identifying and utilizing local leaders, teaching methods for individuals and groups, and teaching aids. The handbook contains a bibliography of supplementary materials and is profusely illustrated with photographs and illustrations. (SB)

ED 057 241 VT 014 378

Thompson, O. E. And Others

The Determination of Proper Allocation of Functions and Responsibilities of Institutions Providing Education in Agriculture. A Research Report.

California Univ., Davis. Dept. of Applied Behavioral Sciences.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-6-1618

Pub Date Aug 71

Grant—OEG-1-7-01618-5244

Note—156p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Agriculture, Agricultural Education, Curriculum Development, *Educational Needs, Employee Attitudes, Employer Attitudes, *Employment Qualifications, *Manpower Needs, Program Development, *Program Evaluation, Program Improvement, State Surveys, *Vocational Agriculture

Identifiers—California

Based on data collected from agriculture teachers, business firms, and employees

throughout the state of California, this study sought to: (1) determine the current status of education in agriculture, (2) identify the current need for employees in agriculture, (3) develop estimates of future needs for employees in agriculture, (4) identify current, emerging, and future competencies needed by workers in agriculture, (5) develop guidelines to determine current, emerging, and future curricular needs, and (6) develop criteria to determine where public instruction in agriculture should be located, and what emphasis is needed. Among the conclusions of the study are: (1) Number of jobs requiring agriculture skills and competencies will increase in the next five years, (2) The largest increase in jobs is in the category of manager, supervisor, and foreman, and (3) Educators should review their programs to insure that they are designed to meet the requirements of existing jobs. The guidelines for curriculum development were prepared with the assumption that there is a need to avoid unnecessary duplication of effort at the various levels. The appendix includes the data collection instruments. (JS)

ED 057 242 VT 014 385

Buckey, Sylvia And Others

Nursery Production, A Student Handbook.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Adult and Vocational Research.

Bureau No—BR-5-0022

Pub Date 71

Contract—OEC-5-85-014

Note—221p.; Teacher Education Series, v 12 n 4s

Available from—The Pennsylvania State University, College of Agriculture, Agricultural Experiment Station, Dept. of Agricultural Education, University Park, Pa. 16802 (\$2.50)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Agricultural Education, Behavioral Objectives, Instructional Materials, *Nurseries (Horticulture), *Ornamental Horticulture Occupation, Reference Materials, Study Guides, *Textbooks, *Vocational Agriculture

Developed by a group of university faculty members and graduate students, this textbook is designed for high school, technical school, and associate degree agricultural programs in the northeast section of the United States who study the nursery industry. Chapter topics, which include 84 subtopics, are: (1) Kinds of Nurseries, (2) Occupation in Nursery Production, (3) The Physical Plant, (4) How Plants Grow, (5) Growing Nursery Stock in the Field, (6) Growing Nursery Stock in Containers, (7) Marketing, and (8) How Managers Think. Each chapter contains stated learning objectives, key questions, key words and related information. The material is illustrated with pictures and drawings. A list of references is given, and a list of recommended trees, shrubs, and flowers for school arboreums, information concerning the tractors and farm machinery, and a calendar of nursery operations are appended. A related document, the teacher's manual, is available as VT 014 386. (GEB)

ED 057 243 VT 014 386

Buckey, Sylvia And Others

Nursery Production, A Teacher's Manual.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Adult and Vocational Research.

Bureau No—BR-5-0022

Pub Date 71

Contract—OEC-5-85-014

Note—264p.; Teacher Education Series, v12 n4t. Available from—The Pennsylvania State University, College of Agriculture, Agricultural Experiment Station, Dept. of Agricultural Education, University Park, Pa. 16802 (\$3.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Agricultural Education, Behavioral Objectives, Curriculum Guides, *Instructional Materials, Manuals, *Nurseries (Horticulture), *Ornamental Horticulture Occupation, Reference Materials, Resource Materials, Tests, *Vocational Agriculture

Developed by a group of university faculty members and graduate assistants, this planning guide is designed for teachers' use in high school, technical school, and associate degree agriculture

programs in teaching nursery production with the focus on entry and advanced level occupations. This manual consists of the text of the student handbook plus suggestions for the teacher. Chapter topics, which include 84 subtopics, are: (1) Kinds of Nurseries, (2) Occupation in Nursery Production, (3) The Physical Plant, (4) How Plants Grow, (5) Propagation of Nursery Stock, (6) Growing Nursery Stock in the Field, (7) Growing Nursery Stock in Containers, (8) Marketing, and (9) How Managers Think. Each chapter contains stated learning objectives, key questions, key words, related information, suggested activities and resources, and a test. The material is illustrated with pictures and drawings. A list of references is given, and a list of recommended trees, shrubs, and flowers for school arboreums, information concerning the operation of tractors and farm machinery, and a calendar of nursery operations are appended. A related document, the student handbook, is available as VT 014 385. (GEB)

ED 057 244 VT 014 406
A Guide for Planning Drafting and Design Technology Programs. Section III, Data Collection and Analysis.

Spons Agency—Texas Education Agency, Austin. Pub Date 71

Note—238p.; Consolidation of Three Ph.D. Dissertations, Texas A and M University

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Community Colleges, Curriculum Design, Curriculum Guides, *Curriculum Planning, Data Analysis, Data Collection, Design, Drafting, *Educational Equipment, *Educational Facilities, *Industrial Technology, Occupational Information, Program Development, Questionnaires, *State Surveys, Statistical Analysis
Identifiers—Texas

This document, the second of three related reports, constitutes the data collection and analysis section of the study designed to provide information for preparing a planning guide for drafting and design technology programs. The curriculum survey instrument mailed to 26 schools, contained questions regarding: (1) length of semesters, (2) enrollment data, (3) disposition of program graduates, (4) general curriculum structure, (5) selection of specialty courses, and (6) course content. The facilities survey instrument was returned from 25 program directors and 38 instructors. This was followed with a visitation to each school by the researcher. Items that were considered include: (1) location of drafting rooms, (2) flexibility and width of aisles, (3) air conditioning and ventilation, (4) electrical outlets, (5) ceiling heights, (6) illumination, (7) floor areas, (8) compressed air, (9) drafting machines, (10) storage facilities, (11) audiovisual aids, and (12) office facilities and equipment. The industrial survey instrument was returned from 375 industrial concerns. The instrument consisted of a battery of information forms designed for rating by area specialists. The size of the concern and job training needs were considered. The developmental procedure and planning guide and the appendices are available as VT 014 407 and VT 014 408 respectively. (GEB)

ED 057 245 VT 014 407

Guerard, Michael P. And Others
A Guide for Planning Drafting and Design Technology Programs. Section I, II.

Spons Agency—Texas Education Agency, Austin. Pub Date Nov 70

Note—270p.; Consolidation of three Ph.D. Dissertations, Texas A and M University

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Community Colleges, Course Content, Curriculum Design, *Curriculum Guides, Curriculum Planning, Design, *Drafting, Educational Equipment, Educational Facilities, *Industrial Technology, Occupational Information, *Program Development, Questionnaires, State Surveys

This guide is the result of a consolidation of three separate, closely related dissertation studies designed to provide information for preparing a planning guide for drafting and design technology programs. One of the studies was of the Texas Junior College drafting and design curricula, another was of the buildings and equipment, and the third used an industrial survey to determine criteria for a program guide. The assumptions for

formulating the suggested curriculum were that: (1) the course of study should be for students wishing to pursue a particular vocation, (2) the occupational needs of students are generated by employers, (3) the classification of occupations implies common knowledge and skill, (4) some occupations require unique knowledges and skills, (5) duplication of subject matter should be minimized, and (6) adequate equipment and facilities are necessary. The surveys of junior colleges were confined to those colleges with associate degree programs, and the industrial concerns were stratified according to areas of specialization, volume of employment, and regional location. The planning guide section of this document includes: (1) enrollment estimation, (2) suggested course of study, course outlines, and descriptions, (3) personal requirements, and (4) facilities and equipment. The data collection and analysis and the appendices are available as VT 014 406 and VT 014 408 respectively. (GEB)

ED 057 246 VT 014 408

Guerard, Michael P.
A Guide for Planning Drafting and Design Technology Programs. Appendixes.

Spons Agency—Texas Education Agency, Austin. Pub Date 71

Note—229p.; Consolidation of Three Ph.D. Dissertations, Texas A and M University.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Community Colleges, Curriculum Design, Curriculum Guides, *Curriculum Planning, Design, *Drafting, Educational Equipment, Educational Facilities, *Industrial Technology, Occupational Information, *Resource Materials, State Surveys

This document, the third in a series of three, contains the appendixes of a study designed to provide information for preparing a planning guide for drafting and design technology. Appendix A includes: (1) sample letters, (2) a questionnaire form, (3) statistical derivations, and (4) comparative topic ratings for the curriculum survey. Appendix B includes sample letters, and the director's copy of inventory form for the facilities survey. Appendix C includes: (1) sample letters and enclosures, (2) the survey questionnaire, and (3) subject rating summaries for the industrial survey. Planning forms are contained in Appendix D. Related documents are available as VT 014 406 and VT 014 407. (GEB)

ED 057 247 VT 014 410

Shell, Lon R.
Analyses of Noise in Selected Agricultural Mechanics Facilities.

Spons Agency—Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Pub Date Jul 71

Note—123p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Agricultural Engineering, Aurally Handicapped, Doctoral Theses, Facility Requirements, *Hearing Conservation, Instructional Programs, Questionnaires, *School Shops, *Student Opinion, *Verbal Communication, *Vocational Agriculture
Identifiers—Noise Levels

The purpose of this study was to analyze the different noise levels found in four agricultural mechanics facilities selected as being representative of the concrete and brick veneer type and the predominately steel type. The type of instructional programs considered were the laboratory skill oriented and the project construction oriented. A questionnaire was administered to students to determine: (1) what noises annoy them most, (2) which of eight characteristics causes it to be annoying, (3) what activities they are engaged in when annoyed most, and (4) students' perception of the aural environment. Speech interference levels were found by measuring the sound levels with a Bruel and Kjaer impulse precision sound level meter fitted with an octave filter set. The most annoying sounds to students were from: (1) pedestal and portable disc grinders, and (2) chipping and hammering slag. It was concluded that noise levels found in most agricultural mechanics facilities are not uncommon to what would be expected but that audio-degeneration is inhibited beyond a tolerable degree. (Author/GEB)

ED 057 248

VT 014 411

Mitchell, Donald Leland

A Study of Attitudes, Interests, and Current Practices Related to Career Orientation Activities in the Elementary Schools in Oklahoma.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Pub Date May 72

Note—109p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Administrator Attitudes, *Career Education, Career Planning, Doctoral Theses, Educational Objectives, *Elementary Schools, Elementary School Teachers, *Occupational Information, Perception, Secondary School Teachers, *Teacher Attitudes
Identifiers—*Career Orientation, Oklahoma

This study was designed to determine the nature of the attitudes, interests, and common practices of public school educators concerning career orientation activities in the elementary schools of Oklahoma. A random sample of educators were examined by means of a questionnaire to determine their perceptions toward: (1) the basic mission of the elementary school, (2) the extent to which career activities are presently included in the elementary curriculum, (3) the importance of career activities at the elementary level, and (4) the willingness of teachers and administrators to adjust the curriculum to better meet the needs of the students. There appeared to be no significant difference in the perceptions of elementary teachers, vocational-technical and practical arts teachers, and school administrators concerning items 1, 2, and 4 listed above. However, there was a significant difference in the perceptions of educators concerning the importance of career activities, the level of knowledge and basic skills acquired by elementary students, and the value of advisory groups in planning more effective classroom activities. (Author/GEB)

ED 057 249 VT 014 416

Stokes, Vernon L.

A Study of Nondestructive Testing and Inspection Processes Used in Industry with Implications for Program Planning in the Junior Colleges of Texas.

North Texas State Univ., Denton.; Texas Education Agency, Austin. Dept. of Occupational and Technical Education.

Pub Date Aug 71

Note—221p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Educational Needs, Employer Attitudes, *Industrial Education, Inspection, Instructional Programs, Junior Colleges, *Program Content, *Program Planning, Questionnaires, Surveys, *Technical Education
Identifiers—*Nondestructive Testing

This study, the first of two parts, had two main purposes. The first was to obtain desirable subject matter for an instructional program in non-destructive testing through a survey of selected manufacturing and service companies in Texas, and the second was to determine the degree of emphasis that should be placed on each subject. Fifty-nine categories of business were represented in the sample population of 276. A questionnaire, which utilized a rating scale, was used for collecting the data which was analyzed by chi-square procedures at the .05 level. It was concluded that subject matter shown in the questionnaire should be retained and formulated into an instructional program in nondestructive testing and inspection. Because there is a shortage in this field, graduates of the proposed program will find positions, and their training will be reduced due to their knowledge and skills. It was recommended that program planners should incorporate the subject matter contained in the main areas of: penetrant, magnetic particle, eddy current, ultrasonics, and radiographic nondestructive listing and inspection. A related document, the instructional program, is available as VT 014 417. (Author/GEB)

ED 057 250 VT 014 417

Stokes, Vernon L.

An Instructional Program for Training Non-destructive Testing and Inspection Technicians.

North Texas State Univ., Denton.; Texas Education Agency, Austin. Dept. of Occupational and Technical Education.

Pub Date Aug 71

140 Document Resumes

Note—199p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographies, Community Colleges, *Curriculum Guides, *Industrial Education, Inspection, Instructional Materials, Instructional Programs, Junior Colleges, Manufacturing Industry, *Production Technicians, Program Content, Resource Materials, *Supplementary Textbooks, *Technical Education Identifiers—Nondestructive Testing

This document, the second portion of a two-part study, is designed to provide a guide for the formal training of technicians for nondestructive testing and inspection. Information in the guide is based on results of the industrial survey discussed in Part I. The subject matter is intended to be both flexible and comprehensive, and instructional goals must be focused on attainment of a high level of proficiency in each technician. This document contains an introduction consisting of considerations for instruction, significance of the manufacturing process, responsibility of the manufacturer and service company, and education objectives. Also, there are chapters on: (1) The Origin and Significance of Discontinuities, (2) Liquid Penetrant Methods, (3) Magnetic Particle Testing, (4) Eddy Current Testing, (5) Ultrasonic Testing, (6) Radiographic Testing, (7) Other Nondestructive Testing Methods, and (8) Curriculum. Sample illustrations and resource materials are appended, and a bibliography is included. Part I is available as VT 014 416. (GEB)

ED 057 251

VT 014 418

Mietus, Walter S. Stilling, Christian

The Maryland Career Development Project. First Annual Interim Report Phase I and Appendix. Maryland Univ., College Park.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Aug 71

Contract—OEC-0-70-5186(361)

Note—246p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Audiovisual Aids, *Career Education, Cooperative Planning, *Educational Innovation, Educational Objectives, Educational Technology, Elementary Schools, Occupational Guidance, Occupational Information, *Program Descriptions, *Program Evaluation, Reports, Resource Materials

Identifiers—Career Exploration, *Maryland Career Development Project

This interim report was prepared by a third party evaluation team in order to relate component objectives to: (1) input resources and conditions, (2) process treatment and transactions, and (3) output products and performance. Project activities were intended to: (1) Develop teachers in five metropolitan area elementary schools to help youngsters learn about themselves and the world of work, (2) Develop counselors, administrators, and specialists who can implement career exploration activities, (3) Develop and implement computer and microfilm techniques to assist in placement services, (4) Develop and implement work oriented on the job programs, (5) Develop and implement a television series on career exploration, and (6) Develop and disseminate a career resource notebook. The project also includes an exemplary program designed to: (1) bring counselors, home economics, and industrial arts teachers together so they can develop skills applicable to the career orientation process, (2) Assist these teams in working to create a plan for their own schools, and (3) supervise the plan implementation. Instruments and data summaries are appended. (Author/GEB)

ED 057 252

VT 014 440

Horne, James T. Comp.

Summaries of Studies in Agricultural Education Central Region, 1970-1971. An Annotated Bibliography of Studies in Agricultural Education.

American Vocational Association, Washington, D.C. Committee on Research in Agricultural Education.; Nebraska Univ., Lincoln. Dept. of Agricultural Education.

Report No.—Dept-R-36

Pub Date Dec 71

Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Agricultural Education, *Annotated Bibliographies, *Educational Research, Indexes (Locators), Research Methodology, *Research Reviews (Publications)

Included in this compilation of research are abstracts of 83 studies completed during 1970-71 and reported by teacher education institutions and state departments of education. Arranged alphabetically by author and indexed by subject, each abstract contains the title, degree, date of publication, institution, and the purpose, methodology and findings of the study. In addition, all the studies are available for loan from university libraries, university departments of agricultural education, and state departments of vocational-technical education. A list of studies in progress in 1971-72 is also included. (SB)

ED 057 253

VT 014 457

Matthews, Howard A.

Career Opportunities for Associate Professional Manpower.

Spons Agency—Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.

Pub Date Oct 71

Note—41p.; Proceedings of the Intergovernmental Conference on the Utilisation of Highly Qualified Personnel (Venice, Italy, Oct. 25-27, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Career Opportunities, Career Planning, Changing Attitudes, *Educational Needs, Employment Opportunities, *Manpower Development, Occupational Choice, Service Occupations, Socioeconomic Status, *Subprofessionals

Identifiers—Post Industrial Society

The demand for the associate professional is creating new jobs, providing services, and making greater use of manpower. This demand began in 1956 when the number of white collar workers outnumbered the blue collar workers in the United States. The post-industrial worker is a "knowledge worker," who expresses dissatisfaction with his job because individual performance is not given enough consideration. The force of the non-profit sector of society on the economy has been overlooked, although the steady use of urbanization has greatly increased the need for community services. One important factor on which mid-level scientific, technical and professional personnel will depend is reasonable and accurate occupational forecasting data. Other factors that reduce our capacity to meet the needs of associate professionals are social and cultural attitudes, resistance by professionals, and union, seniority, and bargaining unit constraints. Although many factors work against job restructuring, the benefits of restructuring are evident in increased employee satisfaction. The formal education system needs to be changed to meet the needs of people who for livelihood and for personal growth and fulfillment must engage in a lifetime of learning. The concept of education should be changed to include society as an education system. (GEB)

ED 057 254

VT 014 473

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), Fall 1971.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—6,981p.

EDRS Price MF-\$22.00 HC Not Available from EDRS.

Descriptors—Clearinghouses, Documentation, *Educational Research, *Indexes (Locators), Information Retrieval, Information Storage, *Microfiche, Resource Materials, *Technical Education, *Vocational Education

Documents announced with VT numbers only in the Fall 1971 issue (VT 014 259) of "Abstracts of Research and Related Materials in Vocational and Technical Education" (ARM) are included in this microfiche set. Microfiche availability for these documents is shown on the ARM resume as MF AVAILABLE IN VT-ERIC SET. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the subject and author indexes from ARM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (CD)

ED 057 255

08

VT 014 488

Westbrook, Bert W.

Toward the Validation of the Construct of Vocational Maturity.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Comprehensive and Vocational Education.

Report No.—Cen-Tech-Pap-6

Bureau No.—BR-7-0348

Pub Date 71

Grant—OEG-2-7-070348-2698

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, Career Planning, *Counseling Theories, Data Collection, *Decision Making, Interviews, Methodology, Models, Predictor Variables, *Research Design, Validity, *Vocational Counseling

As with any new theory, it is necessary to validate the basic construct of vocational maturity. Once this is done, instruments to measure vocational maturity, or decision making, can be evaluated. With this as an objective, this paper discusses some of the problems associated with measuring vocational maturity, such as identifying variables, methods of data collection, and item selection procedures. The selection and definition of related vocational maturity variables is complicated by the lack of a well-defined taxonomy. Choice of methodology is difficult, since three approaches have been used in previous data gathering—the partially structured interview, the structured interview, and fixed alternative questions. The paper also examines the basic assumptions regarding vocational maturity as well as validation by internal and external evidence. Validation by internal evidence is discussed in terms of the four dimensions of Crites' model: (1) Consistency of Vocational Choice, (2) Wisdom of Vocational Choice, (3) Vocational Choice Competencies, and (4) Vocational Choice Attitudes. Validation by external evidence presents problems in that the existing data regarding external evidence is somewhat limited at the present time. (JS)

ED 057 256

08

VT 014 489

Kelley, Marjorie G.

The Culture of Poverty: An Exploration in Culture and Personality.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Comprehensive and Vocational Education.

Report No.—Cen-Monog-6

Bureau No.—BR-7-0348

Pub Date 71

Grant—OEG-2-7-070348-2698

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *Cultural Environment, *Culturally Disadvantaged, Motivation, *Personality Development, *Poverty Research, Research Needs, *Research Reviews (Publications), Social Values, Values

By examining the relationship between culture and the formation of personality, this paper attempts to define and describe the "culture of poverty." While recognizing that many studies and findings exist which support the culture of poverty concept, the paper also recognizes that there are too many unanswered questions to state unequivocally that the lifeways of the poor actually form a unique cultural pattern. Valentine, for instance, argues that the concept of a culture of poverty was constructed by theorists who cannot escape their own middle-class bias. He also fears that analyzing problems of the poor in terms of a culture of poverty may result in too much emphasis being given to alleged motivational peculiarities of the poor at the expense of overlooking structural characteristics of the stratified system. Valentine therefore recommends, and the data in this report support, a full-scale ethnographic study of impoverished groups to determine whether a culture of poverty does in fact exist. In any case, it is widely accepted that life experiences of the poor have produced different modes of response. Therefore training programs need an imaginative approach which will discover and make optimal use of latent motivations and aspirations of the poor. (JS)

ED 057 257 VT 014 642
Abstracts of Instructional Materials in Vocational and Technical Education and Abstracts of Research and Related Materials in Vocational and Technical Education; Annual Index, 1970-71.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—701p.

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210

(quarterly—one year \$11.00, two years \$18.00)
EDRS Price MF-\$0.65 HC-\$26.32

Descriptors—*Bibliographies, Clearinghouses, *Educational Research, *Indexes (Locators), Information Retrieval, Information Storage, *Instructional Materials, Resource Materials, Technical Education, *Vocational Education

This publication provides combined cumulative indexes to the five issues of "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM) and "Abstracts of Research and Related Materials in Vocational and Technical Education" (ARM) published Fall 1970 -Fall 1971. Researchers, supervisors, teacher educa-

tors, education specialists, administrators, and teachers may use this document as a tool in searching by author or by subject for materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. Sections include: (1) Subject Index, (2) Personal and Institutional Authors Index, and (3) Conversion of Document Number Index cumulative for AIM and ARM from Fall 1967 through Fall 1971. Within the first two sections, materials are listed by VT identification number including the title, and give the location of the full abstract in AIM, ARM, or if applicable "Research in Education" (RIE). (CD)

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Subject Index

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This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ————— ED 013 371

Ability Grouping

The Limitations of the Interaction Hypothesis in Regard to Ability Grouping. ED 056 330

Abstract Reasoning

The Role of Front-Back Features in Children's 'Front', 'Back', and 'Beside' Placements of Objects. ED 056 762

Abstracts

Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), Fall 1971. ED 057 216

Early Language Development: An Abstract Bibliography. ED 056 754

Educational Television for Preschool and Kindergarten Children: An Abstract Bibliography. ED 056 755

Environment Information ACCESS, Volume 1 Number 15. ED 056 880

Environment Information ACCESS, Volume 1 Number 16. ED 056 888

Olympic Training Film Profiles, Volume III. ED 056 511

Academic Achievement

Children's Perception of Their Academic Ability and Achievement Accountability, Final Report. ED 056 350

Developing and Evaluating a System for Upgrading Educationally Disadvantaged Employees through After Hour Education, Final Report. ED 056 281

Effects of the Use of Behavioral Objectives and Criterion Evaluation on Classroom Progress of Adolescents. ED 056 982

On the Explanation of Racial-Ethnic Group Differences in Achievement Test Scores. ED 057 114

Factors Contributing to Adjustment and Achievement in Racially Desegregated Public Schools; Renewal Proposal (1971); Original Proposal, June 1, 1967 -- May 31, 1972; Progress Report, 1968; and, Progress Report, 1969. ED 057 120

The Function of Television for Children and Adolescents. ED 056 473

Impulse Control and Anxiety Related to School Adjustment and Academic Achievement among High School Males. Final Report: Office of Education Project S-484. ED 056 354

Inner-City Children Can Be Taught to Read: Four Successful Schools. CBE Occasional Papers, Number 18. ED 057 125

Interpreting Nelson-Denny Reading Test Scores. ED 057 090

The Limitations of the Interaction Hypothesis in Regard to Ability Grouping. ED 056 330

Needs and Expectations: As Seen by Students in an Academic Up-Grading Programme. ED 056 292

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Relationships among Reading Performance, Locus of Control and Achievement for Marginal Admission Students. ED 056 832

Teaching Styles: An Exploratory Study of Dimensions and Effects. ED 056 972

The Unfinished Education; Outcomes for Minorities in the Five Southwestern States. Mexican American Educational Series. ED 056 821

Academic Aptitude

Educational Aspirations in Minnesota: Rural-Urban Comparisons. ED 056 790

Academic Aspiration

A Comparative Analysis of Indian and Non-Indian Parents' Influence on Educational Aspirations, Expectations, Preferences and Behavior of Indian and Non-Indian High School Students in Four High Schools. ED 056 788

A Comparison of the Differential Effect of Ethnicity and Perception of Family Income on Educational Aspirations, Preparation and Parental Influence-Attempts of Indian and Non-Indian Students in Four Rural High Schools in Montana. ED 056 789

Educational Aspirations in Minnesota: Rural-Urban Comparisons.

Mobility Orientation and Mobility Skills of Youth in an Institutionally Dislocated Group: The Pima Indian. Indian Affairs (No. 5). ED 056 812

Academic Education

The Federal Educational Opportunity Grant Program: A Status Report, Fiscal Year 1970. Final Report. ED 056 253

Academic Failure

The Effects of Stereotyping on the Self-Concept of Mexican Americans. ED 056 806

Academic Freedom

The Warren Court and the Public Schools. An Analysis of Landmark Supreme Court Decisions. ED 056 366

Academic Performance

Children's Perception of Their Academic Ability and Achievement Accountability, Final Report. ED 056 350

Academic Standards

A Survey of Graduate School Attitudes Toward Non-traditional Grading Systems: Preliminary Report. New College Report #2. ED 056 677

Accelerated Courses

An Evaluation of the Summer School Programme at the Secondary Level, Vancouver, B. C. 1970. ED 057 107

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St. Petersburg Initiates an Honors Program. ED 056 680

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College Bibliocentre Acquisition and Accounting System Operating Manual. ED 056 691

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- Achievement Gains**
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- Action Programs (Community)**
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- Activities**
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Feasibility of Instructional Modules in Teaching Children's Literature to Undergraduate Students. An Interim Report. ED 056 980
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- Administrative Change**
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Educational Research and Development in the United States. ED 056 412
- The Governmental Structure of Education: What Difference Does It Make? ED 056 411
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- Administrative Personnel**
25th Biennial Salary Survey of Public-School Professional Personnel, 1970-71. Volume I: Salaries Paid Teachers and Other Instructional Staff. Public-School Salaries Series. ED 056 379
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Conceptual Papers Defining the Knowledge and Skills Required To Function as Educational Developers and Evaluators. Design Document II for the Midwest Educational Training Center. ED 056 414
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A Study of Some Attitudes towards the Doctor of Arts Degree in the Southwest. ED 056 644
- Administrative Policy**
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A Comparative Study of School Board Policies and Administrative Procedures for the Years 1965 and 1970 for Dealing With Supplementary Free Materials in School Districts in Cities With Populations Over 100,000 in the United States. ED 056 381
Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-Second Congress, First Session on Nutrition and Human Needs, Part 6-Summer Feeding Program and USDA Decision to Withhold Funds for Section 32. Hearings Held Washington, D. C., June 25 and July 22, 1971. ED 057 147
Proceedings of the Annual National Institutional Research Forum (4th, Hotel Leamington and The University of Minnesota, May 17-20, 1964). A Conceptual Framework for Institutional Research. ED 057 070
- Administrator Attitudes**
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- Administrator Background**
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- Conceptual Model for Assessment and Analysis of Learner-Oriented Educational Needs of Virginia 1969-1970. ED 057 082
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- Affirmative Action Plan**
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- Africa in Classical Antiquity: A Curriculum Resource. ED 056 619
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- Compilation of Bibliographies on Southeast Asia and the Middle East and North Africa for Undergraduate Libraries. Final Report. ED 056 937
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- Interaction Process in Small Groups of Varied Ages. ED 056 338
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- Agencies**
- International Directory of Mental Retardation Resources. ED 056 453
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- Serving Migrant Families. ED 056 803
- Texas Child Migrant Program [October 1971]. ED 056 824
- Aggression**
- Counter-Aggression as a Function of Physical Aggression: Reciprocity for Harm Done. ED 056 343
- Agricultural Education**
- Nursery Production, A Student Handbook. ED 057 242
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- Summaries of Studies in Agricultural Education Central Region, 1970-1971. An Annotated Bibliography of Studies in Agricultural Education. ED 057 252
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- A Comparative Analysis of Indian and Non-Indian Parents' Influence on Educational Aspirations, Expectations, Preferences and Behavior of Indian and Non-Indian High School Students in Four High Schools. ED 056 788
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- The Dakota Indian Religion. A Study of Conflict in Values. ED 056 822
- Factors Affecting Attitudes Toward Education Among Indian High School Students in Phoenix Area Off-Reservation Schools and Mexican-American and Black Students in Phoenix Union High School. ED 056 794
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- Final Report on the Open Classroom Summer Institute, Concho School, Concho, Oklahoma to Bureau of Indian Affairs Anadarko Regional Office. ED 056 816
- Indian History of New York State. Part 3--The Algonkian Tribes. ED 056 941
- Memo to Navajo Community Schools. ED 056 928
- Mobility Orientation and Mobility Skills of Youth in an Institutionally Dislocated Group: The Pima Indian. Indian Affairs (No. 5). ED 056 812
- A Plan for Fluency First. ED 056 565

- Project Catch-Up, June, 1966 to July, 1971: An Educational Program for Socially Disadvantaged Thirteen and Fourteen Year Old Youngsters. A Progress Report.... ED 056 819
- Project Catch-Up, June 1966 to June 1970: An Educational Program for Socially Disadvantaged Thirteen and Fourteen Year Old Youngsters. A Progress Report.... ED 056 818
- Proposed Basic Policies - Borrego Pass School. A Statement of Intent for the Purpose of Contracting with the BIA for the Operation of Our School. ED 056 783
- Report of Final Evaluation, ESEA Title I Projects, Fiscal Year 1971. ED 056 795
- The Unfinished Education; Outcomes for Minorities in the Five Southwestern States. Mexican American Educational Series. ED 056 821
- University "Headstart" for Indian Students. ED 056 786
- American Literature**
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- Acquisitions List Number 38, August-September 1971. ED 056 885
- American Indians, An Annotated Bibliography of Recommended Resource Materials. Elementary Grades. ED 056 798
- An Annotated Bibliography on Administering for Change. ED 056 246
- Annotated Bibliography on Determination of Teachers' Salaries and Effective Utilization of Teacher Manpower. Educational Planning Occasional Papers No. 10/71. ED 056 374
- Bibliographie: Moderner Fremdsprachenunterricht (Bibliography: Modern Foreign Language Instruction), 1971. Volume 2, Number 3. ED 056 603
- "Books" Annotated by American Council for Elementary School Industrial Arts. ED 057 236
- Books for You: A Reading List for Senior High School Students. ED 057 036
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- Futures Documentation Projects Worldwide: Provisional Annotated Listing, August 10, 1971. Working Draft. ED 056 956
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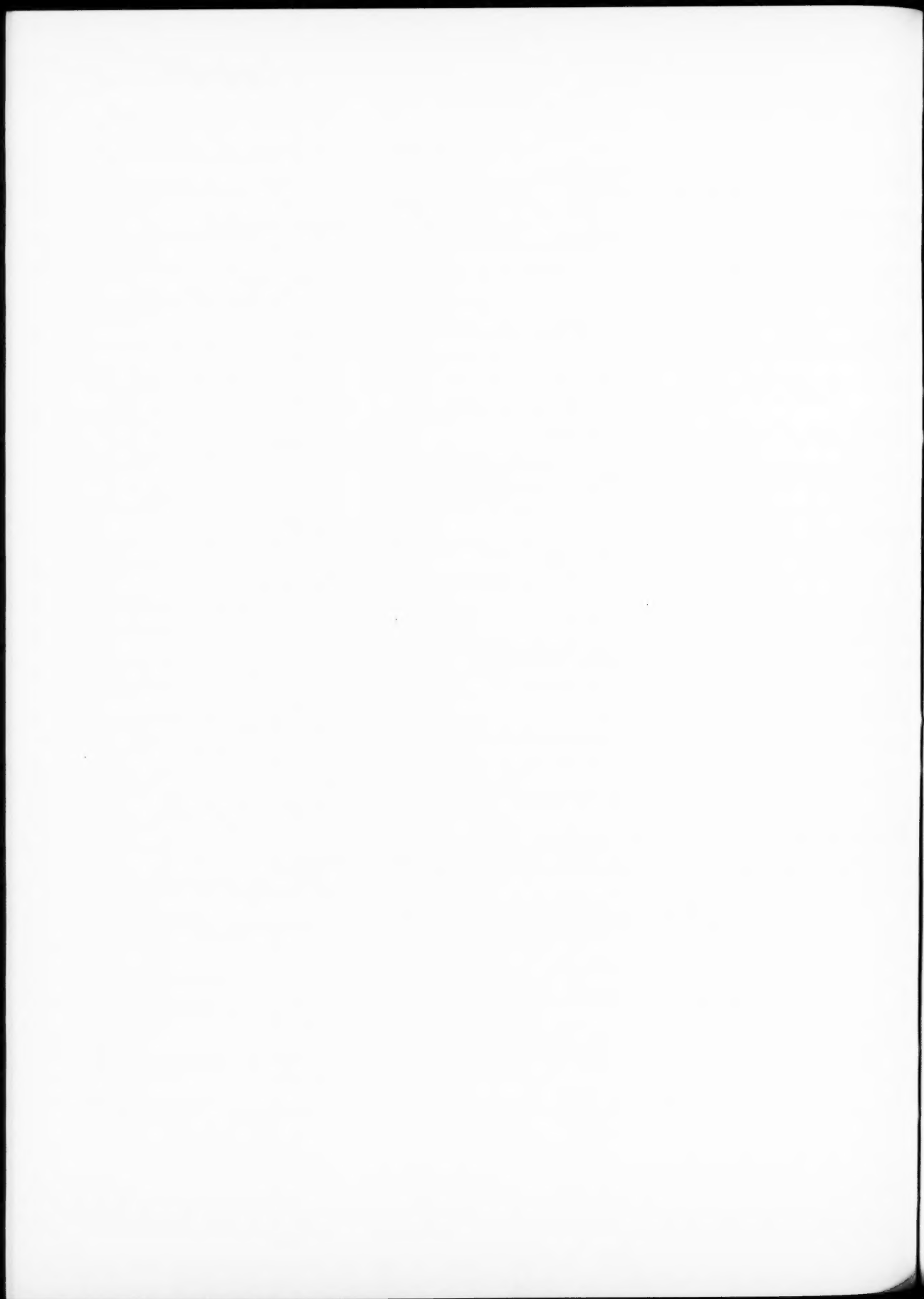
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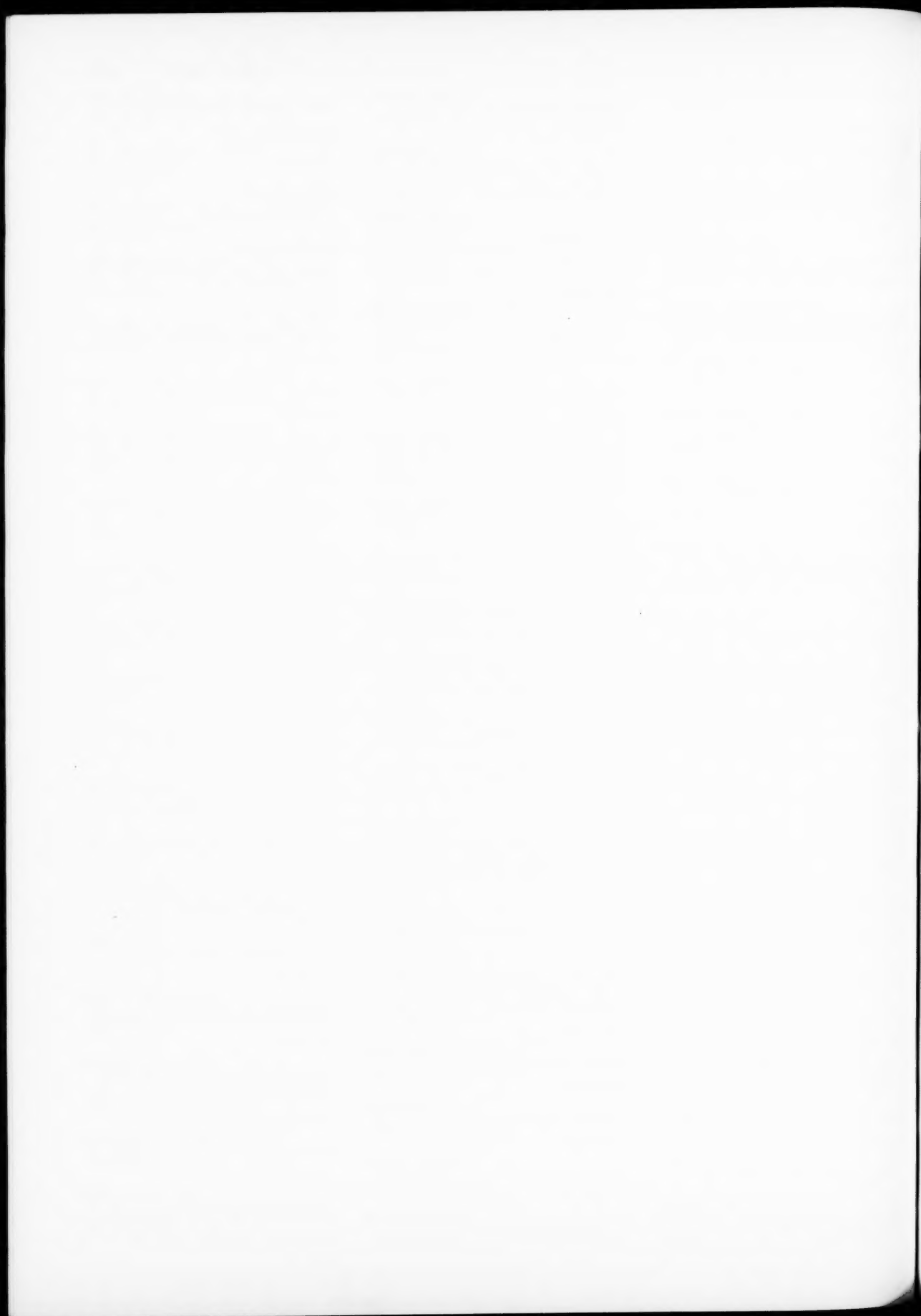
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CG — Counseling and Personnel Services
EA — Educational Management
EC — Exceptional Children
EM — Educational Media and Technology
FL — Languages and Linguistics
HE — Higher Education
JC — Junior Colleges
LI — Library and Information Sciences

PS — Early Childhood Education
RC — Rural Education and Small Schools
RE — Reading
SE — Science, Mathematics, and Environmental Education
SO — Social Studies/ Social Science Education
SP — Teacher Education
TE — Teaching of English
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
VT — Vocational and Technical Education

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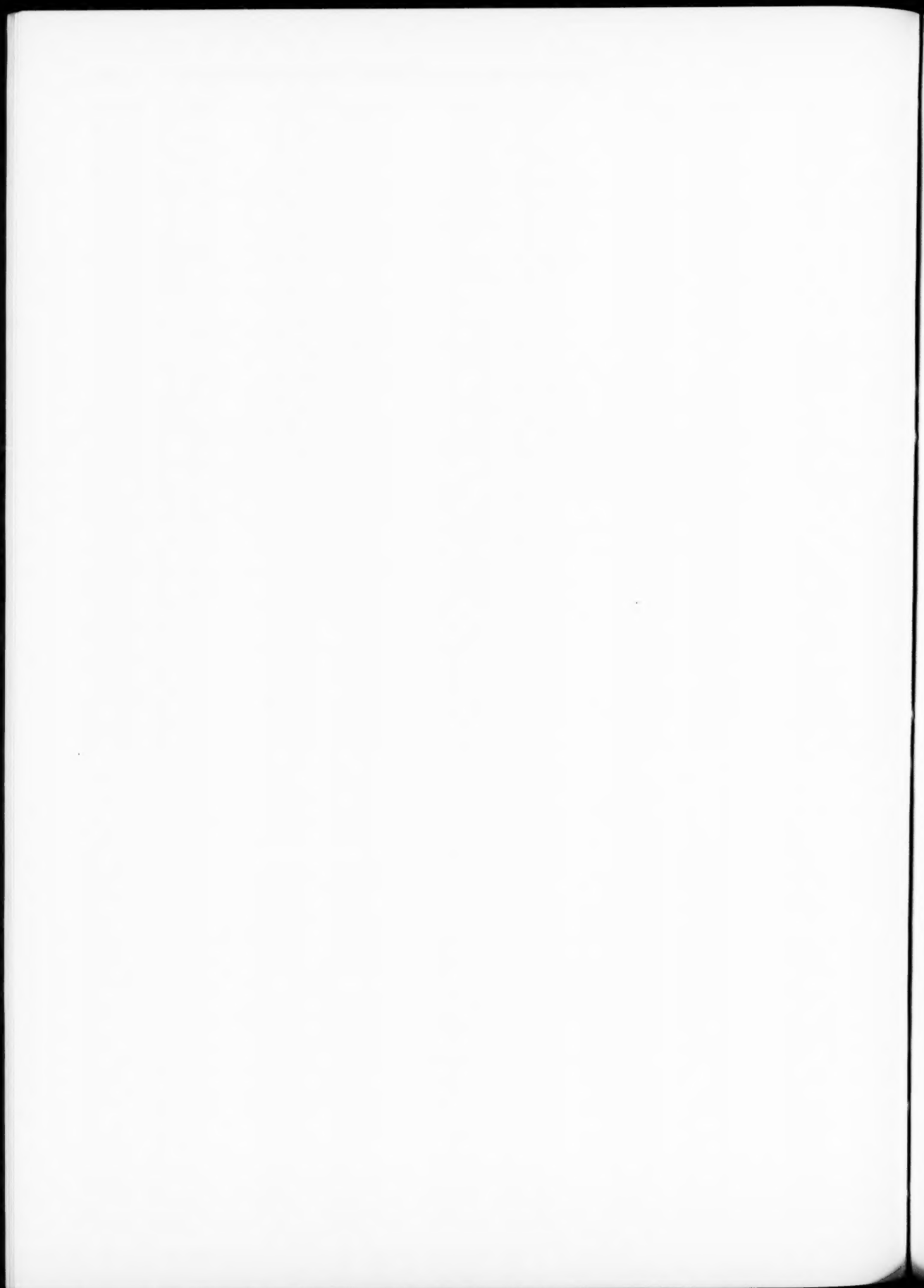
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NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (4th edition) for the January, February, and March 1972 issues of *Research in Education (RIE)*:

CONFIDENCE TESTING 190

SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice

DESENSITIZATION 420

SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears

DRUG EDUCATION 140

SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects

LAND ACQUISITION 210

OPEN EDUCATION 140

UF Open Schools

POPULATION EDUCATION 140

SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society

SI Units

USE METRIC SYSTEM

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November 1966—December 1967

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